

Ocean Knoll Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Ocean Knoll Elementary
Street	910 Melba Rd.
City, State, Zip	Encinitas, CA 92024-3901
Phone Number	(760) 944-4351
Principal	Jennifer Bond
E-mail Address	jennifer.bond@eusd.net
Web Site	www.eusd.net/ok
CDS Code	37 68080 6038152

District Contact Information	
District Name	Encinitas Union Elementary School District
Phone Number	760.944.4300
Superintendent	Timothy Baird
E-mail Address	timothy.baird@eusd.net
Web Site	www.eusd.net/pages/default.aspx

School Description and Mission Statement (School Year 2017-18)

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 projects, and present their findings, preparing our children for critical thinking, community service, and college-level coursework. see more

The mission of Ocean Knoll Elementary School is to meet the diverse needs of our students by fostering collaboration and innovation within our rigorous and personalized educational programs. 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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	96
Grade 1	97
Grade 2	119
Grade 3	93
Grade 4	74
Grade 5	77
Grade 6	73
Total Enrollment	629

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.5
Asian	1.9
Filipino	0.2
Hispanic or Latino	40.5
Native Hawaiian or Pacific Islander	0.3
White	52
Two or More Races	4
Socioeconomically Disadvantaged	32.3
English Learners	23.8
Students with Disabilities	10
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	29	27	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December, 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 (Most Recent Year)

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 are 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.

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: February, 2017				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	73	72	76	76	48	48
Mathematics (grades 3-8 and 11)	64	67	72	73	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	322	313	97.2	72.2
Male	160	154	96.25	64.94
Female	162	159	98.15	79.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	142	135	95.07	47.41
White	156	154	98.72	89.61
Two or More Races	15	15	100	100
Socioeconomically Disadvantaged	125	118	94.4	44.07
English Learners	110	103	93.64	41.75
Students with Disabilities	42	41	97.62	48.78
Students Receiving Migrant Education Services	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	322	315	97.83	66.67
Male	160	156	97.5	65.38
Female	162	159	98.15	67.92
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	142	137	96.48	40.88
White	156	154	98.72	87.01
Two or More Races	15	15	100	86.67
Socioeconomically Disadvantaged	125	120	96	36.67
English Learners	110	105	95.45	36.19
Students with Disabilities	41	40	97.56	40
Students Receiving Migrant Education Services	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	82	82	83	80	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.7	29.3	38.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 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, Fiesta, Holiday Sharing, Dol-Fun Days, Reading Counts, classroom speaking or volunteering; and lunchtime clubs and activities as well as district committees.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.6	0.5	0.3	0.3	0.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

A comprehensive review of the School Safety Plan is conducted at the beginning of each school year. The safety of our students, staff, and visitors is our number one priority at Ocean Knoll Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials, state rules, and state earthquake standards. The school's disaster preparedness plan ensures steps to familiarize student and staff with the necessary safety procedures in case of emergency/disaster situations. 3-1 Drills are conducted on a monthly basis and include: lockdown, duck and cover and evacuation. Based on a neighboring district's experience with an intruder on campus, Ocean Knoll has taken the necessary steps to prepare for this type of an emergency. The District stages a district-wide disaster drill in coordination with the City of Encinitas and all local law enforcement once a year. Monitoring of school grounds is performed by staff members before, during and after school. All gates remain locked during school hours. All visitors must sign in at the office before entering school grounds to obtain a visitor's pass, and are required to sign out upon leaving campus.

The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff means to ensure a safe and orderly learning environment. The plan includes child-abuse reporting procedures, teacher notification of dangerous-pupil procedures, disaster-response procedures, procedures for safe ingress and egress from school, a sexual harassment policy, and a dress code policy.

In our efforts to be well prepared for any emergency and to be able to remain on campus for 24 hours, there is an emergency preparedness kit in each classroom and the common areas, such as the Media Center. Each classroom kit includes food and water, and individual student kits provided by the parents for their child. There are components to the classroom kits, such as makeshift toilet facilities, which we are continuing to find resources to purchase.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		5		24		4		24		4	
1	24		4		23		5		24		4	
2	23		3		23		4		24		5	
3	24		4		20	3	1		23		4	
4	31		2		31		2		29		2	
5	28		3		30		3		31		3	
6	34			2	34			2	24		3	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.3	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	2	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,669	\$7,137	\$7,532	\$74,463
District	N/A	N/A	\$8,006	\$76,891
Percent Difference: School Site and District	N/A	N/A	-5.9	-3.2
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	14.6	-5.0

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

Types of Services Funded (Fiscal Year 2016-17)

As a Schoolwideschoolwide Title 1 school, we are able to utilize Title 1 funds to offer additional academic support and learning opportunities for all students. The intent of these funds is to provide additional resources so all students meet academic standards. Ocean Knoll offers targeted, differentiated learning within the school day through our Team Time program.

In addition to general fund State funding, Encinitas Union School District receives State and Federal categorical funding for special programs.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,725	\$48,678
Mid-Range Teacher Salary	\$70,417	\$78,254
Highest Teacher Salary	\$104,438	\$96,372
Average Principal Salary (Elementary)	\$123,560	\$122,364
Average Principal Salary (Middle)		\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$217,464	\$212,818
Percent of Budget for Teacher Salaries	40%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

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. Teachers also participate in choice and extended learning opportunities, weekly collaboration and planning, as well as individual professional development around personalized learning topics.