

Opal Cliffs School (TK)

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Opal Cliffs School (TK)
Street	4510 Jade Street
City, State, Zip	Capitola, California 95010
Phone Number	(831) 464-8206
Principal	Dr. Jessica Kiernan
Email Address	jkiernan@suesd.org
Website	https://www.scg.suesd.org/opal-cliffs-school
County-District-School (CDS) Code	44 69849 0126920

Entity	Contact Information
District Name	Soquel Union Elementary School District
Phone Number	(831) 464-5639
Superintendent	Scott Turnbull
Email Address	sturnbull@suesd.org
Website	www.suesd.org

School Description and Mission Statement (School Year 2019-20)

The California Kindergarten Readiness Act of 2010 offers children not yet 5 years old when Kindergarten begins, whose birthdays fall between September and December, a preparation year ("Transitional Kindergarten") using a developmentally appropriate curriculum designed to prepare them for a successful Kindergarten and school experience.

Soquel Union Elementary School District has created an educational environment at Opal Cliffs School that enhances the Capitola Community in providing an outstanding learning environment for children of preschool age through transitional kindergarten. Campus Kids Connection operates the child care and preschool program, and Santa Cruz Gardens Elementary oversees the two-classroom TK program. Soquel School District's transitional kindergarten students are given a wonderful opportunity to learn in a nurturing and age-appropriate environment. Our transitional kinders are prepared for a regular kindergarten program through transitional kindergarten activities and academic programs.

Opal Cliffs School was designed by Weston Miles Architects and constructed by Pencon Construction in 2012 to provide the most up-to-date approach for school design. Operable solar-efficient windows provide natural light and views to the site as well as natural ventilation. The building was constructed using Insulated Concrete Walls (ICF). ICF walls are used for strength, durability, energy efficiency, acoustical attenuation, and safety.

An added unique design of Opal Cliffs School is that this site uses rain gardens to collect storm water run-off for percolation into the aquifers, native plants, low flow and drip irrigation, and trees that shade the site during the summer and allow the sun in during the winter. A garden area is allocated for students to grow their own vegetables and the play areas are designed to encourage creative play.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	42
Total Enrollment	42

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Filipino	2.4
Hispanic or Latino	33.3
White	57.1
Socioeconomically Disadvantaged	28.6
English Learners	19
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	3	3	2	102
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019 December

District wide, texts are adopted from the State of California approved list of texts adopted by the State Board of Education. And while Transitional Kindergarten (TK) is not designed to master kindergarten grade level standards, exposure to these standards, as well as pre-school foundations, is the district's academic baseline. As such, Kindergarten materials may be used in the TK setting, but not required by school board adoption processes.

At the elementary level the adopted texts are: Language Arts--Reader's and Writers Workshop, Mathematics—Pearson Investigations adopted in 2015; Social Studies—Scotts Foresman Social Studies; Science—Scott Foresman (4th and 5th grade) and DELTA FOSS Science.(K-3rd grade). In addition, Reader's Workshop and Writer's Workshop are used to supplement the curriculum.

At the Middle School College Preparatory Mathematics, CPM was adopted for the 2016-2017 school year. The science department is adapting materials to begin implementation of NGSS. The Humanities Department is also looking into materials to pilot while using online materials from the Achieve the Core, supplemental materials and textbook.

Sufficient standards-aligned textbooks and other instructional materials are available for each pupil, including English learners. These texts are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, as appropriate.

All students have sufficient texts for class work and homework

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions and Improvements (School Year 2018-19)

Facilities are in good condition and kept clean. Site improvements are continuing. A DSA shade structure has been designed for future installation.

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

Year and month of the most recent FIT report: December 2019

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

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents of our TK students at Opal Cliffs are engaged throughout the year by the very nature of TK classes.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	3.0	1.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our school district is a small district with approximately 2,000 students. Therefore, all schools are covered by a district wide Safe Schools Plan. This plan stresses emergency preparation and was developed in conjunction with law enforcement and county emergency services. All buildings housing students meet Field Act standards. The Fire Department and the district inspect facilities annually.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	12	4			12	4			11	4		
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,717	\$1,066	\$5,360	\$62,441
District	N/A	N/A	\$6,737	\$63,224
Percent Difference - School Site and District	N/A	N/A	-22.8	-1.2

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-33.4	-21.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,708	\$49,378
Mid-Range Teacher Salary	\$62,771	\$77,190
Highest Teacher Salary	\$84,061	\$96,607
Average Principal Salary (Elementary)	\$111,678	\$122,074
Average Principal Salary (Middle)	\$117,668	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$176,492	\$189,346
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Over the past three years our district has spent a great deal of professional learning on positive behavior intervention support (PBIS), social emotional academic development (SEAD), and multi-tiered systems of support (MTSS). In 2016-2017, district administration including the Superintendent, Assistant Superintendent of Educational Services, Director of Student Services and two principals participated in eight days of implementation training for Multi-Tiered System of Supports, MTSS. From this professional development, and through a specialized grant, the district is participating in a second year of PBIS support at two schools, Soquel and Santa Cruz Gardens Elementary Schools. Leadership teams from each of these site are comprised of the principal, teachers, campus supervisors and parents. These teams are in initial implementation and data collection phases. PBIS is the continued work at each school site, as is SEAD, which include alternative means of correction, RULER, mindfulness, classroom charters and more.

Some development by content/subject are as follows:

Math: Silicon Valley Math Initiative has been offered as a summer week-long training opportunity for the 2013-2019 years. Approximately 20 teachers participated each year. For the year 2016-2019 all elementary teachers participated in Cognitively Guided Instruction (CGI) training. In 2016-2019 middle school math teachers received professional development and coaching for College Preparatory Math, CPM, which is our district's middle school math adoption. On a daily support level, teachers are supported through in-class and after school coaching from two math teachers on special assignment.

English Language Arts: Between 2015-2019 elementary school teachers have received professional development for Readers/Writers workshop through Momentum. In 2018-2019 a Readers/Writers teacher on special assignment was hired full time to support staff with the curriculum complexities. Teachers were also given the opportunity to participate in half day release so they could observe veteran teachers and then debrief with a small group that was viewing the lesson.

ELA/ELD: English Language Development teachers, Principals and District Administration have trained at the County Office of Education and attended the ELA/ELD Framework Intensive Summer Institute offered through WestEd in 2015-2016. This focus of study is continuing through 2016-2017 for the ELD teachers from each site. In both 2017-2018 and 2018-2019 all principals, Assistant Superintendent of Educational Services and ELD specialists were trained in the new ELPAC testing. However, most recently a specialist, teacher and administrative representative team has begun training on the English Learner Roadmap, with the Multi-Lingual Network's partnership with Californians Together.

History Social Science: In 2017-2018 teachers were offered a day at the county office to review the new frameworks. All of the middle school Humanities teachers attended, along with a few of our elementary level teachers.

Science: In 2017-2018 the NBMS science department along with the vice principal participated in two days of training on the transition to NGSS. In 2018-2019 a vertical team made up of the Superintendent, Assistant Superintendent, one elementary principal, the middle school vice principal and four teachers worked with the Lawrence Hall of Science Bay Sci group to learn about NGSS and look at materials adoption. Most recently, Soquel Union Elementary has partnered with BAY SCI to further science and NGSS throughout our district. Through this partnership, a new science mission has been developed and communicated, a timeline has been created, a science leadership team has formed, regular leadership meetings are held- focusing on best science practices, and district-wide staff development in the areas of Evidence Statements and Science journaling have been jointly planned and implemented.

In addition to all of the above, for the past three years teachers have participated in three professional development days per year on non-student days, as well as one and a half hours on early release Fridays to engage in targeted district-led development, grade level collaboration, or school-focused meeting time. And because the needs of each site and teacher team differ, an additional several days are set aside for local- interest professional development.