

Ocean Shore Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Ocean Shore Elementary School
Street	411 Oceana Blvd.
City, State, Zip	Pacifica, CA 94044
Phone Number	650-738-6650
Principal	Julie Tarango
E-mail Address	jtarango@pacificasd.org
Web Site	http://pacificasd.org/OSS
CDS Code	41-68932-6044044

District Contact Information	
District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Heather Olsen
E-mail Address	holsen@pacificasd.org
Web Site	www.pacificasd.org

School Description and Mission Statement (School Year 2018-19)

Ocean Shore School provides instruction in a nurturing environment for experiential learning through a combination of whole class, small group, and individualized instruction. Students are actively engaged as creative problem-solvers and critical thinkers. Parents, staff, and community members collaborate to develop educational programs and provide instruction. Parents assist throughout the school and coordinate special projects such as thematic projects, supporting classes in the library, computer lab, and after school enrichment activities. Parents support regular field trips for all grades through their PTO contributions, by chaperoning and driving. A strong community is developed at Ocean Shore School for students, families, and staff. Our students have leadership opportunities and use restorative practices to address conflicts. We are committed to creating a positive climate for our diverse community. The combination of all of these elements allows all of our students to achieve at a high academic level in an engaging, enriching and supportive environment that exists both inside and outside of the classroom.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	46
Grade 1	48
Grade 2	48
Grade 3	49
Grade 4	48
Grade 5	48
Grade 6	48
Grade 7	51
Grade 8	49
Total Enrollment	435

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.0
Asian	12.6
Filipino	4.1
Hispanic or Latino	20.2
Native Hawaiian or Pacific Islander	0.0
White	48.3
Socioeconomically Disadvantaged	16.1
English Learners	10.8
Students with Disabilities	9.0
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	16.3	18.3	17.15	19.5
Without Full Credential	2.69	.4	1.55	10.05
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project/2012 Board Approved Houghton Mifflin, A Legacy of Literacy (K-5)/2003 Prentice Hall, Timeless Voices, Timeless Themes (6-8)/2002	Yes	0
Mathematics	Bridges in Mathematics (2nd Edition)/2016 CPM Core Connections (6-8)/2014	Yes	0
Science	FOSS California Edition (K-5)/2007 CPO Focus on Science, Earth Science (6), Life Science (7), Physical Science (8)/2007	Yes	0
History-Social Science	Houghton Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002 Teachers' Curriculum Institute (TCI): History Alive! California Series (6-8)/2018	Yes	0
Health	Puberty Talk Gr. 5/2016 (Health Connected) Teen Talk Gr. 7/2016 (Health Connected) The Puberty Workshop (5)/2013 Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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: 12/20/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	The HVAC system appears to be functioning adequately overall. The copper condensate lines leak due to galvanic reaction and need to be replaced with PVC.
Interior: Interior Surfaces	Fair	
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	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Portable Classrooms E1 - E3, Metal ramps are warped and rusted and must be replaced. Portable F1 & F2 (Daycare) - Ramp to second exit is closed off due to significant rust damage. The ramp must be replaced or steps installed, as the front door is assessed by a newer ramp.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/20/2018	
Overall Rating	Good

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	64.0	66.0	58.0	60.0	48.0	50.0
Mathematics (grades 3-8 and 11)	57.0	64.0	54.0	58.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	284	280	98.59	66.43
Male	142	139	97.89	62.59
Female	142	141	99.30	70.21
Black or African American	--	--	--	--
Asian	33	33	100.00	66.67
Filipino	--	--	--	--
Hispanic or Latino	60	58	96.67	53.45
White	144	142	98.61	73.24
Two or More Races	37	37	100.00	64.86
Socioeconomically Disadvantaged	48	46	95.83	45.65
English Learners	32	31	96.88	38.71
Students with Disabilities	27	26	96.30	19.23

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	285	280	98.25	64.29
Male	143	139	97.2	65.47
Female	142	141	99.3	63.12
Black or African American	--	--	--	--
Asian	34	33	97.06	60.61
Filipino	--	--	--	--
Hispanic or Latino	60	58	96.67	44.83
White	144	142	98.61	73.94
Two or More Races	37	37	100	64.86
Socioeconomically Disadvantaged	48	46	95.83	45.65
English Learners	32	31	96.88	35.48
Students with Disabilities	28	26	92.86	23.08

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.8	21.3	48.9
7	12.8	21.3	53.2

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

The opportunities for parent involvement at Ocean Shore are unique and outstanding. Our parents and teachers have built a nurturing community for students. Parents at Ocean Shore commit to a specific number of volunteer hours per year. Last year we had over 34,000 hours of parent participation. Many of our families have been participating in the school for more than ten years, and many of our teachers are former or current parents of Ocean Shore students. Parent leadership on the School Site Council and the PTO has resulted in the implementation of many support programs at our school, including PE, gardens, music, science labs, art, and intervention support for Math and English Language Arts. Our parents take on many committee and project leadership roles, and they work alongside our teachers in implementing a project-based learning environment. For more information on how to become involved, contact Amber Metkiff or Michelle Tuman at ossresident@yahoo.com.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.0	1.1	0.9	2.2	1.6	1.5	3.7	3.7	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 2018-19)

Ocean Shore emphasizes the value of and the respect for our facility, our community, and ourselves. Our classrooms and playgrounds are very safe, and we have few incidents of fighting or bullying. Teachers, aides, and parents supervise our play yards. We have a well-developed programs that train students in respectful and accepting behaviors. We are implementing the Pacifica School District's Social and Emotional Learning initiative and are developing a Peer Mediation program.

We update our safety plan yearly and conduct all types of emergency drills including fire drills, evacuation drills, intruder drills, etc. We maintain emergency supplies on site, including food and water. The school grounds are secured during the day. All visitors must enter through the front door and sign in at the office. The School Safety Plan was last reviewed, updated, and discussed with the school faculty and School Site Council in December 2017.

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	2015-16			2016-17			2017-18					
	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	24		2		24		2		23		2	
1	24		2		25		2		24		2	
2	25		2		24		2		24		2	
3	24		2		24		2		25		2	
5	32		3		32		2	1	32		2	1
6	23		12		23		12		24		12	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5167	\$149	\$5018	\$68247
District	N/A	N/A	\$6855	\$66,083
Percent Difference: School Site and District	N/A	N/A	-30.9	5.5
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-26.8	-8.4

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.

Types of Services Funded (Fiscal Year 2017-18)

- Math Aide for 7/8 Combination Math Classes funded by District Supplemental Funding
- Math intervention support funded by District Supplemental Funding
- Reading intervention support funded by District Supplemental Funding
- K - 3 Choral Teacher funded by PTO
- 4/5 Music Teacher funded by Pacifica Education Foundation
- Part Time campus Supervisor funded by District Supplemental Funding
- Playworks Recess Supervisor funded by District Supplemental Funding
- Technology Support Services funded by the PTO
- Part Time PE Instructor for grades K-5 funded by PTO
- After School Homework Support funded by County grant

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,713	\$48,064
Mid-Range Teacher Salary	\$64,329	\$75,417
Highest Teacher Salary	\$85,329	\$94,006
Average Principal Salary (Elementary)	\$128,706	\$119,037
Average Principal Salary (Middle)	\$129,819	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$221,359	\$183,692
Percent of Budget for Teacher Salaries	33.0	36.0
Percent of Budget for Administrative Salaries	7.0	6.0

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)

Ocean Shore evaluates its program based on state and school assessments, yearly parent surveys, and progress in our designated areas of improvement: language arts, math, science. Our staff meets three times a month to discuss best practices to meet our goals for improvement. In addition, daily classroom aides are hired by the PTO to assist teachers daily and supplement parent volunteers. During the 2015-2016 school year, teachers focused on shifting to the common core standards for language arts by moving to the Reader's and Writer's Workshop model and continued piloting math materials for the new adoption. The teachers had five to six days of partial-day observations, trainings, and discussions regarding the implementation of the these models.

During the 2016-17 school year, our focus was on the adoption and implementation of our new Bridges math curriculum (K-5). Teachers attended periodic professional development in the summer and during the school year.

For 2017-18, the Pacifica School District adopted a Social Emotional Learning framework. August professional development focused on learning and applying the framework to the curriculum. Ongoing opportunities during staff meetings to advance teacher training and apply their learning to survey data is regularly practiced.

Additionally, during 2017-18, Ocean Shore is a Teacher's College Readers and Writers Workshop Lab Site. This is an opportunity for all staff to participate in professional development around a specific skill set associated with the TCRWP - in this case, individual and small group conferencing.

Finally, Ocean Shore continues to provide training and support for our Bridges Math curriculum adoption. Periodic in-class training sessions continue throughout the 2017-18 school year.