

Ocean Shore Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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	Joseph Funk
E-mail Address	jfunk@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	Wendy Tukloff
E-mail Address	wtukloff@pacificasd.org
Web Site	www.pacificasd.org

School Description and Mission Statement (School Year 2016-17)

Ocean Shore School provides a nurturing environment for project-based learning through a combination of whole class, small group, and individualized instruction. Thematic projects involve mixed-age groupings and inclusion of diverse learners. Students are actively engaged as creative problem-solvers and critical thinkers. Parents, staff, and community members collaborate within a shared leadership model to develop educational programs and provide instruction. Parents assist throughout the school and coordinate special projects including the library, computer lab, after school enrichment activities, and theme days. 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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	48
Grade 1	48
Grade 2	49
Grade 3	48
Grade 4	48
Grade 5	48
Grade 6	47
Grade 7	53
Grade 8	46
Total Enrollment	435

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.5
Asian	10.6
Filipino	4.8
Hispanic or Latino	18.2
Native Hawaiian or Pacific Islander	0.7
White	51.5
Two or More Races	13.1
Socioeconomically Disadvantaged	12.4
English Learners	7.6
Students with Disabilities	7.8
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	19	16.3	129
Without Full Credential	0	0	2.69	11.09
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.3	6.7
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	93.0	7.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 TCI, History Alive! Ancient World (6), The Medieval World and Beyond (7), The US through Industrialism (8)/2005	Yes	0
Foreign Language	N/A		
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
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

Ocean Shore has a dedicated custodial staff who maintain regular cleaning and maintenance schedules. They are attentive to immediate needs and ongoing routines.

During the summer of 2016, the school's roof was replaced and a number of structural timbers supporting the roof were also removed and replaced.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/14/2016				
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			B wing: Light control panel door latch broken and unable to secure door C wing: Light control panel door latch broken and unable to secure door MPR: Some lighting for open area of MPR is out

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Ventilators on roof need attention. Repairs scheduled.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Grounds: Several basketball goals on outdoor courts have heavy corrosion; upper grade play structure has several areas of corrosion; slope of hillside behind band room has areas of erosion

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/14/2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	68	64	56	57	44	48
Mathematics	55	56	50	49	34	36

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	48	48	100.0	54.2
	4	47	47	100.0	51.1
	5	49	49	100.0	77.5
	6	49	49	100.0	73.5
	7	53	52	98.1	55.8
	8	45	45	100.0	75.6
Male	3	26	26	100.0	46.1
	4	26	26	100.0	53.9
	5	22	22	100.0	59.1
	6	25	25	100.0	64.0
	7	27	27	100.0	48.1
	8	20	20	100.0	70.0
Female	3	22	22	100.0	63.6
	4	21	21	100.0	47.6
	5	27	27	100.0	92.6
	6	24	24	100.0	83.3
	7	26	25	96.2	64.0
	8	25	25	100.0	80.0
Hispanic or Latino	6	13	13	100.0	76.9
White	3	23	23	100.0	73.9
	4	24	24	100.0	58.3
	5	29	29	100.0	82.8
	6	19	19	100.0	79.0
	7	25	25	100.0	64.0
	8	24	24	100.0	95.8

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 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.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	48	48	100.0	66.7
	4	47	47	100.0	55.3
	5	49	49	100.0	49.0
	6	49	49	100.0	53.1
	7	53	52	98.1	44.2
	8	53	52	98.1	44.2
Male	3	26	26	100.0	65.4
	4	26	26	100.0	65.4
	5	22	22	100.0	63.6
	6	25	25	100.0	40.0
	7	27	27	100.0	48.1
	8	27	27	100.0	48.1
Female	3	22	22	100.0	68.2
	4	21	21	100.0	42.9
	5	27	27	100.0	37.0
	6	24	24	100.0	66.7
	7	26	25	96.2	40.0
	8	26	25	96.2	40.0
Hispanic or Latino	6	13	13	100.0	46.1
White	3	23	23	100.0	78.3
	4	24	24	100.0	62.5
	5	29	29	100.0	55.2
	6	19	19	100.0	52.6
	7	25	25	100.0	56.0
	8	25	25	100.0	56.0

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	67	82	70	71	75	67	60	56	54

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	94	93	98.9	69.9
Male	42	42	100.0	73.8
Female	52	51	98.1	66.7
Hispanic or Latino	16	16	100.0	43.8
White	53	52	98.1	84.6
Two or More Races	14	14	100.0	71.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.2	28.6	36.7
7	13.2	15.1	45.3

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 Parental Involvement State Priority (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 2016-17)

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, and art. 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 Kimberly Jones or Julie Weatherston at osspresident@yahoo.com.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	2.8	2.0	2.3	2.8	2.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 update our safety plan yearly and conduct all types of emergency drills including fire drills, evacuation drills, intruder drills, tsunami 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 2016.

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 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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		24		2	
1	24		2		24		2		24		2	
2	24		2		24		2		24		2	
3	24		2		24		2		24		2	
5	32		3		32		3		32		3	
6	21	6	6		23		12		23		12	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27		3		25	2	1		25	2	1	
Mathematics	27		3									
Science	27		3		25	2	1		25	2	1	
Social Science	27		3		25	2	1		25	2	1	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.4	435
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,689	0	\$4,689	\$67,123
District	N/A	N/A	\$5,837	\$61,513
Percent Difference: School Site and District	N/A	N/A	-19.7	9.1
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-17.4	-6.3

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

Types of Services Funded (Fiscal Year 2015-16)

- Science Lab Aide for 4/5 Combination Classrooms funded by PTO
- Math Aide for 7/8 Combination Math Classes 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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,944	\$44,507
Mid-Range Teacher Salary	\$60,346	\$68,910
Highest Teacher Salary	\$77,963	\$88,330
Average Principal Salary (Elementary)	\$114,504	\$111,481
Average Principal Salary (Middle)	\$113,880	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$206,006	\$169,821
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	7%	6%

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.