

# Ocean Shore Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Ocean Shore Elementary School
<b>Street</b>	411 Ocean Avenue, Pacifica, CA 94044
<b>City, State, Zip</b>	Pacifica, CA 94044
<b>Phone Number</b>	650-738-6650
<b>Principal</b>	Anthony Corten
<b>Email Address</b>	acorten@pacificasd.org
<b>School Website</b>	pacificasd.org/OSS/
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	41-68932-6044044

### 2024-25 District Contact Information

<b>District Name</b>	Pacifica School District
<b>Phone Number</b>	(650) 738-6600
<b>Superintendent</b>	Dr. Darnise Williams
<b>Email Address</b>	dwilliams@pacificasd.org
<b>District Website</b>	www.pacificasd.org

### 2024-25 School Description and Mission Statement

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, and after school enrichment activities. Fostering strong family partnerships is a key component of how we support our students. Families are involved with our students by supporting their child at home, serving as chaperones on regular field trips for all grades, volunteering in various roles through various organizations like our Parent Teacher Organization, Pacifica Education

## 2024-25 School Description and Mission Statement

Foundation and various school or district committees. 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.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	48
Grade 2	46
Grade 3	46
Grade 4	44
Grade 5	55
Grade 6	30
Grade 7	44
Grade 8	40
<b>Total Enrollment</b>	<b>401</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
Asian	15.2
Black or African American	1.5
Filipino	7.2
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	1.2
Two or More Races	19.2
White	34.9
English Learners	7.7
Homeless	1.2
Socioeconomically Disadvantaged	14.2
Students with Disabilities	8.7

## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.20	95.74	126.00	90.60	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.72	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	4.26	7.80	5.62	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.30	1.70	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	1.90	1.36	18854.30	6.86
<b>Total Teaching Positions</b>	19.00	100.00	139.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.80	92.98	113.10	84.66	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.75	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	7.02	10.80	8.11	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.80	0.64	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	7.80	5.84	15831.90	5.67
<b>Total Teaching Positions</b>	19.20	100.00	133.60	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.80	93.02	114.20	88.19	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.77	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	4.38	10.90	8.42	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	2.61	2.30	1.84	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	1.00	0.77	14303.80	5.15
<b>Total Teaching Positions</b>	19.10	100.00	129.50	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.80	1.30	0.8
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.80	1.30	0.8

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0.5
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0.5

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.30	21.6	10.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

JULY 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Teachers College Reading and Writing Project (K-8)/2012	Yes	0
<b>Mathematics</b>	Bridges in Mathematics (K-5) (2nd Edition)/2016 CPM Core Connections (6-8)/2014	Yes	0
<b>Science</b>	Carolina Building Blocks of Science(TK-5)/2023 California HMH Science Dimensions (6-8) 2020	Yes	0
<b>History-Social Science</b>	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
<b>Foreign Language</b>	N/A		
<b>Health</b>	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
<b>Visual and Performing Arts</b>	N/A		

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

## School Facility Conditions and Planned Improvements

# School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

07/01/24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<p><b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer</p>	X			<p>:</p> <p>TTT/ F2: 2. HVAC SYSTEM IS NOT WORKING. 10. ACCESS TO FIRE PULL IS BLOCKED. 12. SIDING TRIM IS RUSTED. 15. DOOR AND DOOR FRAME IS RUSTED.</p>
<p><b>Interior:</b> Interior Surfaces</p>			X	<p>A23: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>A24: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHTS ARE NOT TURNING ON. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>B28: 4. WHITEBOARD CABINET IS SEPERATING. FLOOR TILES ARE DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT.</p> <p>C39: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C46: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.</p> <p>D57/ SCIENCE: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS A DRIP AND NO FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D60: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>D61: 4. FORMICA TRIM IS MISSING ON COUNTERTOP.</p> <p>D62/ RSP: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D65: 4. FORMICA TRIM IS MISSING ON COUNTERTOP.</p> <p>D66: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D67: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>MENS REST ROOM: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 7. ONE LIGHT PANEL IS BAD (PINK BULBS).</p> <p>NURSE: 4. CEILING TILE HAS A WATER STAIN.</p> <p>PHONE ROOM: 4. CEILING TILES HAVE WATER STAINS.</p> <p>PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN.</p>

## School Facility Conditions and Planned Improvements

			<p>PSYCH: 4. CEILING TILE HAS A WATER STAIN.  RECORDS: 4. CEILING TILE HAS A WATER STAIN.  SPECIAL USE ROOM 5: 4. CEILING TILES HAVE WATER STAINS.  STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT.  TTT/ F1: 4. FLOOR TILES ARE BROKEN.</p>
<p><b>Cleanliness:</b>  Overall Cleanliness, Pest/Vermin Infestation</p>		<p>X</p>	<p>A23: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.  A24: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHTS ARE NOT TURNING ON. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.  A25/ PARENT ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS OVERLY CLUTTERED.  B26: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER. HEAT SENSOR IS LOOSE FROM CEILING.  B27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.  B28: 4. WHITEBOARD CABINET IS SEPERATING. FLOOR TILES ARE DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT.  B32/ BREAK OUT ROOM C: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.  C39: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.  C43: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT (HALLWAY).  C44: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. SINK IS LOOSE FROM COUNTERTOP.  C45: 5. UNSECURED ITEMS ARE STORED TOO HIGH.  C47: 5. UNSECURED ITEMS ARE STORED TOO HIGH.  C48/ BREAK OUT ROOM E: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.  D57/ SCIENCE: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS A DRIP AND NO FLOW. 10. EVACUATION MAP IS NOT POSTED.  D62/ RSP: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p>

## School Facility Conditions and Planned Improvements

			<p>D64/ BREAKOUT ROOM J: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D67: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>E2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. RAMP RAILING IS RUSTED.</p>
<p><b>Electrical</b></p>		<p>X</p>	<p>A24: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHTS ARE NOT TURNING ON. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>B26: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER. HEAT SENSOR IS LOOSE FROM CEILING.</p> <p>B27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B28: 4. WHITEBOARD CABINET IS SEPERATING. FLOOR TILES ARE DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT.</p> <p>B29: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B30/ BREAK OUT ROOM A: 7. ONE CAN LIGHT IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.</p> <p>BOYS REST ROOM: 7. ONE LIGHT PANEL IS BAD (PINK BULBS).</p> <p>BOYS REST ROOM: 7. ONE LIGHT PANEL IS OUT. TWO LIGHT DIFFUSERS ARE MISSING.</p> <p>C43: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT (HALLWAY).</p> <p>C46: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.</p> <p>CONFERENCE ROOM: 7. THREE CAN LIGHTS AREVOUT (HALLWAY).</p> <p>GIRLS REST ROOM: 7. TWO LIGHT PANELS ARE BAD (PINK BULBS). ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>LIBRARY: 7. TWO LIGHT FIXTURES ARE OUT. TWO CAN LIGHTS ARE OUT.</p> <p>MENS REST ROOM: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 7. ONE LIGHT PANEL IS BAD (PINK BULBS).</p> <p>MPR: 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT.</p> <p>WOMENS REST ROOM: 7. LIGHT DIFFUSER IS MISSING.</p>

## School Facility Conditions and Planned Improvements

<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>C44: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. SINK IS LOOSE FROM COUNTERTOP. D57/ SCIENCE: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS A DRIP AND NO FLOW. 10. EVACUATION MAP IS NOT POSTED.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>A24: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHTS ARE NOT TURNING ON. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.  B26: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER. HEAT SENSOR IS LOOSE FROM CEILING.  B27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.  B29: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED.  B30/ BREAK OUT ROOM A: 7. ONE CAN LIGHT IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.  B31/ BREAK OUT ROOM B: 10. EVACUATION MAP IS NOT POSTED.  B32/ BREAK OUT ROOM C: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.  B33/ BREAKOUT ROOM D: 10. EVACUATION MAP IS NOT POSTED.  C39: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.  C46: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.  C48/ BREAK OUT ROOM E: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.  C49/ BREAK OUT ROOM F: 10. EVACUATION MAP IS NOT POSTED.  C50/ BREAK OUT ROOM G: 10. EVACUATION MAP IS NOT POSTED.  C51/ BREAK OUT ROOM H: 10. EVACUATION MAP IS NOT POSTED.  D57/ SCIENCE: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS A DRIP AND NO FLOW. 10. EVACUATION MAP IS NOT POSTED.  D60: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.  D62/ RSP: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE</p>

## School Facility Conditions and Planned Improvements

			<p>STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D63/ BREAKOUT ROOM I: 10. EVACUATION MAP IS NOT POSTED.</p> <p>D64/ BREAKOUT ROOM J: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D66: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED.</p> <p>E3: 10. EVACUATION MAP IS NOT POSTED.</p> <p>GIRLS REST ROOM: 11. PAINT IS PEELING ON CEILING. 12. CRACK IN COVERED WALKWAY.</p> <p>GIRLS REST ROOM: 7. TWO LIGHT PANELS ARE BAD (PINK BULBS). ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>TTT/ F2: 2. HVAC SYSTEM IS NOT WORKING. 10. ACCESS TO FIRE PULL IS BLOCKED. 12. SIDING TRIM IS RUSTED. 15. DOOR AND DOOR FRAME IS RUSTED.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>GIRLS REST ROOM: 11. PAINT IS PEELING ON CEILING. 12. CRACK IN COVERED WALKWAY.</p> <p>P-1: 12. FOUNDATION AND FACIA IS RUSTED. 14. RAMP RAILING IS RUSTED.</p> <p>P-2: 12. FOUNDATION AND FACIA IS RUSTED. 14. RAMP RAILING IS RUSTED.</p> <p>TTT/ F2: 2. HVAC SYSTEM IS NOT WORKING. 10. ACCESS TO FIRE PULL IS BLOCKED. 12. SIDING TRIM IS RUSTED. 15. DOOR AND DOOR FRAME IS RUSTED.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>E1: 14. RAMP RAILING IS RUSTED.</p> <p>E2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. RAMP RAILING IS RUSTED.</p> <p>P-1: 12. FOUNDATION AND FACIA IS RUSTED. 14. RAMP RAILING IS RUSTED.</p> <p>P-2: 12. FOUNDATION AND FACIA IS RUSTED. 14. RAMP RAILING IS RUSTED.</p> <p>TTT/ F2: 2. HVAC SYSTEM IS NOT WORKING. 10. ACCESS TO FIRE PULL IS BLOCKED. 12. SIDING TRIM IS RUSTED. 15. DOOR AND DOOR FRAME IS RUSTED.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	55	58	53	53	46	47
<b>Mathematics</b> (grades 3-8 and 11)	46	56	53	53	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	237	92.94	7.06	58.12
Female	133	121	90.98	9.02	66.10
Male	122	116	95.08	4.92	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	43	43	100.00	0.00	69.77
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	64.71
Hispanic or Latino	55	51	92.73	7.27	26.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	35	85.37	14.63	65.71
White	91	83	91.21	8.79	68.67
English Learners	19	15	78.95	21.05	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	34	79.07	20.93	38.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	24	72.73	27.27	20.83

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	255	238	93.33	6.67	55.70
<b>Female</b>	133	122	91.73	8.27	57.02
<b>Male</b>	122	116	95.08	4.92	54.31
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	43	43	100.00	0.00	74.42
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	17	17	100.00	0.00	52.94
<b>Hispanic or Latino</b>	55	54	98.18	1.82	28.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	41	34	82.93	17.07	67.65
<b>White</b>	91	83	91.21	8.79	61.45
<b>English Learners</b>	19	18	94.74	5.26	5.88
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	37	86.05	13.95	38.89
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	24	72.73	27.27	25.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	35.06	44.19	40.55	44.05	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	94	86	91.49	8.51	44.19
<b>Female</b>	50	45	90.00	10.00	48.89
<b>Male</b>	44	41	93.18	6.82	39.02
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	11	100.00	0.00	54.55
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	22	20	90.91	9.09	15.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	8	66.67	33.33	--
<b>White</b>	39	37	94.87	5.13	59.46
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	20	16	80.00	20.00	18.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	13	81.25	18.75	7.69

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5		56	56	56	56

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

The opportunities for parent involvement at Ocean Shore are unique and outstanding. Our parents and teachers have built a nurturing community for 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, K-2 music, science labs, art, and intervention support for Math and English Language Arts. Our Oceans 411 project, supported by grants and donations from the community, involves all staff and students. The entire school does a weeklong deep dive into one area of oceanography. Parents, staff and students will work together to create curricula, plan field trips, decorate the halls, and plan theme days. Our parents take on many committee and project leadership roles, and they work alongside our teachers in implementing a project-based learning environment.

The 2023-24 school year brought our 50th anniversary as Ocean Shore/Laguna Salada Alternative School. Former alumni, staff and parents worked with our current PTO and staff to put together events that celebrated Ocean Shore's history. The anniversary party was educational as well as fun, and a fundraiser. Current and former parents and alumni put together displays tracing our history as an alternative/parent participation school as well as planning beach clean up days. Of course, field trips, theme days and Oceans 411 planning, this year, just as every year, provided opportunities for parents to get involved. Our current PTO and site council are also focusing on how to get more parents involved and are working on removing barriers to parent involvement such as providing child care at meetings/events and providing the option of joining PTO meetings via Zoom. Other events our parents are involved with are the Welcome Back dinner in August, Open House, kinder tours, back to school night, Reading Night, Disability Awareness Week, theme days, and gardening lessons.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	414	409	57	13.9
Female	215	212	30	14.2
Male	199	197	27	13.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	61	61	4	6.6
Black or African American	--	--	--	--
Filipino	32	31	4	12.9
Hispanic or Latino	90	88	16	18.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	79	77	10	13.0
White	140	140	20	14.3
English Learners	40	38	10	26.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	71	68	15	22.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	47	15	31.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.15	1.59	1.69	1.29	0.77	1.57	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.69	0.00
Female	0.47	0.00
Male	3.02	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.80	0.00
White	1.43	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.26	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Ocean Shore emphasizes the value of and the respect for our facility and our community. Our Site Council and PTO are active partners in maintaining a safe environment at school. Most of our class volunteers and all of our field trip drivers are screened by LiveScan.

## 2024-25 School Safety Plan

In 2023-24, a buzzer system was added to our front office. Now, the doors are locked during the day and visitors need to be acknowledged and buzzed into the building by our office staff. As a staff, along with our PTO, we continue to fine tune our identification badge system. In the 2024 -25 year, we continue to hold monthly drills. In December, after the tsunami warning and a successful evacuation to Sunset Ridge, only minimal modifications needed to be made to the evacuation procedures, some of which are temporary due to construction of two new classrooms. We maintain emergency supplies on site, including food and water. The School Safety Plan was last reviewed, updated, and discussed with the school faculty and School Site Council in January 2025. The school safety plan will be board approved by March 2025.

## D. Other SARC Information Information Required in the SARC

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	24		2	
2	24		2	
3	33		1	1
4	13	3		
5	17	3		
6	35		6	6
Other	4	1		

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

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	24		2	
2	24		2	
3	34		1	1
4	16	3		
5	12	3		
6	25	4	5	3
Other	7	1		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	24		2	
2	35		1	1
3	35		1	1
4	15	3		
5	17	3		
6	28		6	
Other	6	1		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	401

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	0.8

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,795	\$357	\$6,438	\$58,674
District	N/A	N/A	\$4,666	\$75,772
Percent Difference - School Site and District	N/A	N/A	31.9	-25.4
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-50.4	-46.4

## Fiscal Year 2023-24 Types of Services Funded

Ocean Shore's Counselor supports unduplicated pupils and other students through participation in the development of academic and behavioral support plans (when necessary via the SST process). The Principal monitors attendance and chronic tardiness, initiating interventions when appropriate and monitors the progress of our English Learners in the general education program. The principal is our 504 and SST coordinator. Other duties of the counselor and principal include supporting and reinforcing our Restorative Practices with unduplicated pupils, resulting in reduced suspension rates.

- Math Aide for 5th grade and 7/8 Combination Math Classes funded by School Site Supplemental Funding
- Math intervention support funded by School Site Supplemental Funding
- Reading intervention support funded by School Site Supplemental Funding
- 3rd-5th grade Music Teacher funded by Pacifica Education Foundation
- Playworks Recess Supervisor funded by the District
- Part time PE Instructor for grades K-5 funded by PTO

Ocean Shore provides support services for student engagement, attendance support, and social emotional learning needs of

## Fiscal Year 2023-24 Types of Services Funded

all students including: English Learners (ELs), Socio-economically Disadvantaged (SED), and Students with Disabilities (SWD). The Vice Principal specifically supports families with chronic absenteeism by meeting with families to find supports to get students to school. Home Visits are also part of our plan to address chronic absenteeism. We have a Spanish program based on the Foreign Language in Elementary Schools- FLES model. Children in grades K-5th grade have Spanish class twice a week that is provided by a certificated teacher.

Ocean Shore uses site funds to provide a reading intervention teacher and support staff to work with students across grade levels. We also provide music and art classes. We provide before and after school academic centers. Our PTO allocates funding for field trips- paying for buses and entrance fees. The PTO also supports school wide events, assemblies, and community events. This year we are also using site funds for Spanish so all students in grades K-5th grade participate in our World Language program.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,716	\$57,839
<b>Mid-Range Teacher Salary</b>	\$68,260	\$90,040
<b>Highest Teacher Salary</b>	\$95,543	\$118,647
<b>Average Principal Salary (Elementary)</b>	\$136,545	\$144,639
<b>Average Principal Salary (Middle)</b>	\$144,070	\$148,270
<b>Average Principal Salary (High)</b>	\$0	\$161,275
<b>Superintendent Salary</b>	\$220,461	\$229,986
<b>Percent of Budget for Teacher Salaries</b>	26.07	30.79
<b>Percent of Budget for Administrative Salaries</b>	7.5	5.71

## Professional Development

Pacifica School District has three district-wide Professional Development Days. These three days are aligned with district-wide initiatives based on student achievement and school climate data. In 2021-2022 our professional development was on the Big Five emergency procedures. We also had professional development on equity, inclusion, and English Language learners provided by the SMCOE. In 2022-2023, the first day was a series of training sessions around student and staff physical and emotional well-being and reviewing the BIG 5 and the District's COVID-19 Safe Schools Framework. The second was site-based training focusing on school and district-wide implementation of our district assessment, iReady, and the program's personalized instruction. K-5 teachers received Bridges Mathematics curriculum training 6-8th Science teachers had training on NGSS Aligned Instructional Sequences, and Social Studies teachers had training on incorporating more primary sources into history teaching and lesson planning. The third professional development day was around Universal Design for Learning (UDL).

In 2023-2024, the first day was focused around identifying the dispositions and developing of Pacifica School District's Portrait of a Learner, The second district wide professional development day included reviewing the district goals and Portrait of a Pacifica Learner; introducing the Attendance "Strive for 95" campaign; equity training from the Anderson Group and Science training for all our TK-5 teachers and 6th-8th science teachers. The third day was spent in Sexual Orientation and Gender Identity/Expression training provided by The Coast Pride and Embracing Inclusivity and Our Diverse Community training provided by the Anderson Group.

## Professional Development

Ocean Shore evaluates its program based on state and school assessments, yearly parent surveys, and progress in our designated areas of improvement: Language Arts and Math. Our staff meets once a month to discuss best practices and review professional learning goals.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	