

# Ocean Shore Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Ocean Shore Elementary School
<b>Street</b>	275 Reina Del Mar Ave., Pacifica, CA 94044
<b>City, State, Zip</b>	Pacifica, CA 94044
<b>Phone Number</b>	650-738-6650
<b>Principal</b>	Jeanne Bellinger
<b>Email Address</b>	<a href="mailto:jbellinge@pacificasd.org">jbellinge@pacificasd.org</a>
<b>School Website</b>	<a href="http://pacificasd.org/OSS/">pacificasd.org/OSS/</a>
<b>County-District-School (CDS) Code</b>	41-68932-6044044

## 2022-23 District Contact Information

<b>District Name</b>	Pacifica School District
<b>Phone Number</b>	(650) 738-6600
<b>Superintendent</b>	Dr. Heather Olsen
<b>Email Address</b>	<a href="mailto:holsen@pacificasd.org">holsen@pacificasd.org</a>
<b>District Website Address</b>	<a href="http://www.pacificasd.org">www.pacificasd.org</a>

## 2022-23 School Overview

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 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	48
Grade 2	47
Grade 3	44
Grade 4	40
Grade 5	52
Grade 6	47
Grade 7	44
Grade 8	46
Total Enrollment	414

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
American Indian or Alaska Native	0.0
Asian	14.7
Black or African American	1.2
Filipino	8.0
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	16.2
White	38.6
English Learners	8.2
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	13.0
Students with Disabilities	8.0

## **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

## 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</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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	0.80	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.80</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.30	
<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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2020	
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>	FOSS California Edition (K-5)/2007 California HMH Science Dimensions (6-8)/2019	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		
<b>Science Laboratory Equipment</b> (grades 9-12)	N/A		

### School Facility Conditions and Planned Improvements

<b>Year and month of the most recent FIT report</b>				8/16/2022
<b>System Inspected</b>	<b>Rate Good</b>	<b>Rate Fair</b>	<b>Rate Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	<p>PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN.</p> <p>RECORDS: 4. CEILING TILE HAS A WATER STAIN.</p> <p>PSYCH: 4. CEILING TILE HAS A WATER STAIN.</p> <p>NURSE: 4. CEILING TILE HAS A WATER STAIN.</p> <p>CONFERENCE ROOM: 7. THREE CAN LIGHTS AREVOUT (HALLWAY).</p> <p>STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT.</p> <p>PHONE ROOM: 4. CEILING TILES HAVE WATER STAINS.</p>

## School Facility Conditions and Planned Improvements

MPR: 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.

SPECIAL USE ROOM 5: 4. CEILING TILES HAVE WATER STAINS.

C39: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

D57/ SCIENCE: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

D60: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED.

D61: 4. CEILING TILE HAS A WATER STAIN.

D62/ RSP: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

D63/ BREAKOUT ROOM I: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

D64/ BREAKOUT ROOM J: 7. TWO CAN LIGHTS ARE OUT (HALLWAY).

D65: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE CAN LIGHT IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.

D66: 4. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED.

D67: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING

## School Facility Conditions and Planned Improvements

TILES ARE BROKEN (HALLWAY).  
FORMICA TRIM IS MISSING ON  
COUNTERTOP. 7. ONE CAN LIGHT IS OUT  
(HALLWAY).

E2: 5. UNSECURED ITEMS ARE STORED  
TOO HIGH.

E3: 10. EVACUATION MAP IS NOT  
POSTED.

C47: 5. UNSECURED ITEMS ARE STORED  
TOO HIGH.

C46: 4. WALL PAPER IS TORN. 10.  
EVACUATION MAP IS NOT POSTED.

C45: 5. UNSECURED ITEMS ARE STORED  
TOO HIGH.

C48/ BREAK OUT ROOM E: 5.  
UNSECURED ITEMS ARE STORED TOO  
HIGH.

C44: 9. SINK IS LOOSE FROM  
COUNTERTOP.

C43: 5. UNSECURED ITEMS ARE STORED  
TOO HIGH. 7. ONE LIGHT PANEL IS OUT  
(HALLWAY). 10. EVACUATION MAP IS  
NOT POSTED.

B26: 4. CEILING TILE HAS A WATER  
STAIN. 10. EVACUATION MAP IS NOT  
POSTED.

B27: 10. EVACUATION MAP IS NOT  
POSTED.

B28: 4. WHITEBOARD CABINET IS  
SEPERATING. 5. UNSECURED ITEMS ARE  
STORED TOO HIGH.

B32/ BREAK OUT ROOM C:

B29: 10. EVACUATION MAP IS NOT  
POSTED.

A25/ PARENT ROOM: 5. UNSECURED  
ITEMS ARE STORED TOO HIGH. ROOM IS  
OVERLY CLUTTERED.

## School Facility Conditions and Planned Improvements

			<p>A24: 10. EVACUATION MAP IS NOT POSTED.</p> <p>A23: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP.</p> <p>A21/ TEACHERS WORKROOM: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING.</p> <p>A22/ SPECIAL USE ROOM 1: 4. CEILING TILES HAVE WATER STAINS.</p> <p>LIBRARY: 7. TWO LIGHT FIXTURES ARE OUT. ONE CAN LIGHT IS OUT.</p> <p>TTT/ F1: 4. FLOOR TILES ARE BROKEN.</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>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><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p><b>Electrical</b></p>		X	
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>WOMENS REST ROOM: 7. LIGHT DIFFUSER IS MISSING.</p> <p>MENS REST ROOM: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 7. ONE LIGHT PANEL IS BAD (PINK BULBS).</p> <p>BOYS REST ROOM: 7. ONE LIGHT PANEL IS OUT. TWO LIGHT PANELS ARE BAD (PINK BULBS).</p> <p>GIRLS REST ROOM: 7. TWO SCONCE LIGHTS ARE OUT (HALLWAY). LIGHT PANEL IS BAD (PINK BULBS). 9. FAUCET HANDLE IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p>

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	57	N/A	53	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	50	N/A	51	N/A	33

## 2021-22 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 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.

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>	278	264	94.96	5.04	57.09
<b>Female</b>	155	147	94.84	5.16	57.24
<b>Male</b>	123	117	95.12	4.88	56.90
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	42	40	95.24	4.76	70.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	24	24	100.00	0.00	62.50
<b>Hispanic or Latino</b>	59	56	94.92	5.08	37.04
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	32	91.43	8.57	51.61
<b>White</b>	111	106	95.50	4.50	65.09
<b>English Learners</b>	19	16	84.21	15.79	18.75
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	44	40	90.91	9.09	35.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	34	34	100.00	0.00	23.53

## 2021-22 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 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.

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>	278	267	96.04	3.96	50.38
<b>Female</b>	155	149	96.13	3.87	47.97
<b>Male</b>	123	118	95.93	4.07	53.39
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	42	41	97.62	2.38	63.41
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	24	24	100.00	0.00	50.00
<b>Hispanic or Latino</b>	59	58	98.31	1.69	32.76
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	31	88.57	11.43	38.71
<b>White</b>	111	107	96.40	3.60	59.43
<b>English Learners</b>	19	18	94.74	5.26	16.67
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	44	43	97.73	2.27	34.88
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	34	33	97.06	2.94	15.15

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	47.31	--	40	28.5	29.47

## 2021-22 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>	98	93	94.9	5.1	47.31
<b>Female</b>	49	46	93.88	6.12	41.3
<b>Male</b>	49	47	95.92	4.08	53.19
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	14	100	0	78.57
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	24	22	91.67	8.33	31.82
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	42	40	95.24	4.76	50
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	14	12	85.71	14.29	33.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	13	100	0	15.38

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	98	100	100	100	100
Grade 7	95	93	93	93	93
Grade 9	N/A	N/A	N/A	N/A	N/A

## 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.

#### 2022-23 Opportunities for Parental Involvement

In the 2019-2020 school year, an Ocean Shore team consisting of administrators, teachers, staff and parents with guidance from an family engagement consultant, designed, developed, implement and evaluated family engagement practices that lead to increased academic outcomes. The team aligned family engagement practices with the School Plan for Student Achievement (SPSA) and LCAP goals and priorities. The team participated in a Family Engagement Celebration in June 2020 to celebrate these family engagement efforts and to identify additional actions to continue to achieve the school's family engagement goals. In the 2020-2021 school year, Ocean Shore parents along with parents from throughout the district participated in regularly scheduled meetings (Parent Advisory and Return to School Task Force) geared to providing input in the development of the redesign of the Distance Learning Program and the Continuum Learning Program (Distance, Hybrid, Full Return) plans.

In the 2021-22 school year, Ocean Shore was able to welcome parents back into our school to assist with teaching Art and volunteering in various capacities in our classrooms. A team consisting of administrators, teachers, staff and parents continued the work started during the 2019-2020 school year and collaborated on engagement practices that will hopefully engage more parents and lead to better academic outcomes. This team participated in multiple professional development sessions and shared practices with the rest of the staff.

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. The theme for 2022-23 is Polar Seas. 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. For more information on how to become involved, contact Terra Knotts at [president@osspto.org](mailto:president@osspto.org).

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	436	426	67	15.7
Female	227	223	36	16.1
Male	209	203	31	15.3
American Indian or Alaska Native	0	0	0	0.0
Asian	62	61	5	8.2
Black or African American	5	5	0	0.0
Filipino	34	34	2	5.9
Hispanic or Latino	89	88	23	26.1
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	70	69	10	14.5
White	174	167	26	15.6
English Learners	37	35	7	20.0
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	61	59	16	27.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	39	12	30.8

### 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.97	0.97	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.15	0.00	1.29	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.15	0.00
Female	1.32	0.00
Male	0.96	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	2.94	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.72	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.00	0.00

## 2022-23 School Safety Plan

Ocean Shore emphasizes the value of and the respect for our facility, our community, and ourselves. During the spring of 2019, a team of teachers, staff and parent volunteers attended additional training at the San Mateo County Office of Education on student reunification and evacuation safety protocols. This team of staff and parents met monthly to review site safety plans and prepare for safety drills. Drills included all of the Big 5 Safety protocols and were conducted monthly. In the fall of 2019, staff training was conducted around the Big 5 Safety Protocols, with particular emphasis on new drills related to student reunification plans. We have a well-developed programs that train students in respectful and accepting behaviors. Parents were encouraged to attend the Parent University sessions which informed parents about safety procedures and best practices for working in the classroom as a volunteer.

During the 2020-21 school year, the staff and our parent community collaborated to keep Ocean Shore safe during the pandemic, first during distance learning, and then as we returned to school in a hybrid learning model. A detailed Return to School Plan was created using guidelines from the San Mateo Pandemic Recovery Framework and shared with the entire community via Zoom information meetings, a website and through school-wide and classroom communications.

In 2021-22, Ocean Shore modified our COVID-19 protocols to accommodate the return of all of our students to full time learning. We adjusted our return to school plan and began conducting safety drills once again. In 2022-23, we returned to conducting monthly drills and beefed up our volunteer and visitor sign in protocols. Regular volunteers wear identification badges that show that they have been fully screened to volunteer in the classroom. Visitors wear stickers that show that they have checked in with the office for the day. Gates are locked during school hours so that all visitors must enter through the door closest to the main office.

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 2023.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	48			2
3	38		1	1
4	21	2	1	
5	16	3		
6	34		8	4
Other	5	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	8	1		
1	7	1		
2	5	1		
3	11	1		
4	16	3	1	
5	12	4		
6	25	6	6	1
Other	24	1	5	1

## 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		

## 2021-22 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	690

## 2021-22 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.6
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$5,942	\$736	\$5,206	\$69,678
<b>District</b>	N/A	N/A	\$7,132	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-31.2	-0.7
<b>State</b>	N/A	N/A	\$6,594	\$84,612
<b>Percent Difference - School Site and State</b>	N/A	N/A	-23.5	-19.4

## 2021-22 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 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
- K - 2 Music Teacher funded by PTO
- 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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$51,591
<b>Mid-Range Teacher Salary</b>		\$79,620
<b>Highest Teacher Salary</b>		\$104,866
<b>Average Principal Salary (Elementary)</b>		\$131,473
<b>Average Principal Salary (Middle)</b>		\$135,064
<b>Average Principal Salary (High)</b>		\$137,679
<b>Superintendent Salary</b>		\$205,661
<b>Percent of Budget for Teacher Salaries</b>	30%	33%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

Pacifica School District has three district wide Professional Development Days. These 3 days have focuses aligned to District wide initiatives which are based on student achievement and school climate data. Pacific School District also provides our new teachers and staff each year with Curricular based Professional development including Readers/Writers Workshop, TCRWP ELD, Bridges Mathematics, CPM Math and Fountas and Pinnell Assessment. In 2020-2021, the first two district wide professional development days focused on preparing for starting off the school year in full distance learning. Staff participated in accelerated learning training and the promotion of Social and Emotional development as we started the year from a distance. The third day's focus was on the San Mateo County Pandemic Recovery Framework, development of a report card standards and social emotional wellness specifically self care and trauma using the Community Resiliency Model. The fourth professional development day included training on Health and Safety and on the social emotional learning curriculum Caring School Communities. In 2021-22, one focus of our first two professional development days was implementing the new Caring School Communities Curriculum. An additional focus was on using data from the iReady Reading and Math Diagnostic tests in order to pinpoint the gaps in student knowledge and to adjust curricula and teaching strategies to best fill those gaps. Teachers attending group Zoom trainings and then worked with site teaching partners to analyze data and plan units accordingly. In 2022-23, one of our district professional development days focused on how to best use iReady's personalized instruction which was implemented in 2022-23 for all students throughout the district. Ocean shore teachers also worked in grade level bands to develop strategies to reach students struggling at each grade level.

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.

In 2020-21, many of Ocean Shore's certificated staff participated in SMCOE two week summer program on effective teaching in the distance-learning model. Staff were also led through on-site professional development regarding implementing restorative practices in the classroom.

In 2021-22, On-site professional development continued to focus on implementing restorative practices in the classroom guided by our school counselor and using our Caring School Communities Social/Emotional Learning Curriculum.

In 2022-23, On-site professional development focused on implementing the Zones of Regulation school-wide, led by our counselor and one of our special education teachers. We are also hoping to have county-led professional development on how to best implement the new recommendations concerning lockdown/barricade preparation.

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

**Professional Development**

<b>Subject</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	3	3