

# Ocean Shore Elementary School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Ocean Shore Elementary School
<b>Street</b>	411 Oceana Blvd.
<b>City, State, Zip</b>	Pacifica, CA 94044
<b>Phone Number</b>	650-738-6650
<b>Principal</b>	Jeanne Bellinger
<b>Email Address</b>	jbellinger@pacificasd.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	41-68932-6044044

## 2021-22 District Contact Information

<b>District Name</b>	Pacifica School District
<b>Phone Number</b>	(650) 738-6600
<b>Superintendent</b>	Heather Olsen
<b>Email Address</b>	holsen@pacificasd.org
<b>District Website Address</b>	www.pacificasd.org

## 2021-22 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, computer lab, 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

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	46
Grade 2	42
Grade 3	45
Grade 4	51
Grade 5	48
Grade 6	48
Grade 7	36
Grade 8	47
Total Enrollment	404

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	14.1
Black or African American	1.7
Filipino	7.2
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	14.9
White	41.3
English Learners	6.4
Homeless	1
Socioeconomically Disadvantaged	12.9
Students with Disabilities	8.2

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<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>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	December 2020
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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>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

School Facility Conditions and Planned Improvements				
Year and month of the most recent FIT report			12/17/21	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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			Upper Play Yard structure removed, to be replaced in upcoming modernization. Field grubbed and reseeded.

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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	268	179	66.79	33.21	54.49
<b>Female</b>	144	92	63.89	36.11	57.14
<b>Male</b>	124	87	70.16	29.84	51.72
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	42	33	78.57	21.43	72.73
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	12	9	75	25	--
<b>Hispanic or Latino</b>	55	37	67.27	32.73	44.44
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	39	25	64.1	35.9	44
<b>White</b>	112	70	62.5	37.5	61.43
<b>English Learners</b>	19	15	78.95	21.05	42.86
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	41	28	68.29	31.71	51.85
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	32	15	46.88	53.12	20

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	179	66.79	33.21	47.43
Female	144	94	65.28	34.72	42.39
Male	124	85	68.55	31.45	53.01
American Indian or Alaska Native	0	0	0	0	0
Asian	42	33	78.57	21.43	61.29
Black or African American	--	--	--	--	--
Filipino	12	9	75.00	25.00	--
Hispanic or Latino	55	36	65.45	34.55	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	25	64.10	35.90	40.00
White	112	71	63.39	36.61	56.52
English Learners	19	13	68.42	31.58	30.77
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	25	60.98	39.02	29.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	14	43.75	56.25	28.57

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	94	NT	NT	NT	NT
<b>Female</b>	48	NT	NT		
<b>Male</b>	46	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	16	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	19	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	13	NT	NT	NT	NT
<b>White</b>	40	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	16	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	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.

#### 2021-22 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, music, science labs, art, and intervention support for Math and English Language Arts. Our parents take on many committee and project leadership roles, and they work alongside our teachers in implementing a project-based learning environment. For more information on how to become involved, contact Michelle Tuman at [ossresident@yahoo.com](mailto:ossresident@yahoo.com).

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	408	405	20	4.9
Female	210	208	9	4.3
Male	198	197	11	5.6
American Indian or Alaska Native	0	0	0	0.0
Asian	57	57	5	8.8
Black or African American	7	7	2	28.6
Filipino	29	29	0	0.0
Hispanic or Latino	84	83	8	9.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	60	60	1	1.7
White	169	167	4	2.4
English Learners	31	31	7	22.6
Foster Youth	0	0	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	56	56	13	23.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	38	37	5	13.5

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.90	0.00	1.38	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.97	0.97	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 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.

We maintain emergency supplies on site, including food and water. The school grounds are secured during the day. All visitors must enter through the front door and sign in at the office. The School Safety Plan was last reviewed, updated, and discussed with the school faculty and School Site Council in March 2021.

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25		2	
1	24		2	
2	25		2	
3	17	1	2	
4				
5	32		3	
6	24		12	

## 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

## 2020-21 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	404

## 2020-21 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>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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>	\$6,539	\$499	\$6,040	\$68,563
<b>District</b>	N/A	N/A	\$7,219	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-17.8	-0.7
<b>State</b>			\$8,444	\$82,431
<b>Percent Difference - School Site and State</b>	N/A	N/A	-33.2	-18.4

## 2020-21 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. 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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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>		\$51,450
<b>Mid-Range Teacher Salary</b>		\$80,263
<b>Highest Teacher Salary</b>		\$101,012
<b>Average Principal Salary (Elementary)</b>		\$128,082
<b>Average Principal Salary (Middle)</b>		\$132,453
<b>Average Principal Salary (High)</b>		\$134,792
<b>Superintendent Salary</b>		\$197,968
<b>Percent of Budget for Teacher Salaries</b>	31%	34%
<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. In 2019-2020, the first day was focused on The BIG 5 and a School Site Safety Procedures and Plan. The second and third day were Site based with focus on school and district wide initiatives of Family Engagement, Cycle of Inquiry/Improvement Science, DataZone, Restorative Practices, Readers/Writers Workshop and 6-8 Science Adoption. 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.

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 2019-20, staff worked on student and family engagement strategies to equip families with tools to support student learning at home. The staff were led through a professional development day focused on improving student engagement in the classroom through enhancing differentiation with regards to academics and social emotional support. The second day was focused on equipping teachers with robust training on restorative practices. Two levels of learning opportunities were provided to teachers depending on their prior training and base knowledge.

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.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	4	3

# Pacifica School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Pacifica School District
<b>Phone Number</b>	(650) 738-6600
<b>Superintendent</b>	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>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	1926	1405	72.95	27.05	54.79
<b>Female</b>	949	689	72.60	27.40	59.71
<b>Male</b>	977	716	73.29	26.71	50.07
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	170	126	74.12	25.88	65.60
<b>Black or African American</b>	24	19	79.17	20.83	44.44
<b>Filipino</b>	159	107	67.30	32.70	43.93
<b>Hispanic or Latino</b>	509	355	69.74	30.26	43.06
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	306	227	74.18	25.82	61.95
<b>White</b>	745	565	75.84	24.16	59.65
<b>English Learners</b>	165	108	65.45	34.55	21.70
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	32	20	62.50	37.50	11.11
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	399	259	64.91	35.09	32.03
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	235	133	56.60	43.40	15.15

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1926	1390	72.17	27.83	46.85
Female	949	685	72.18	27.82	45.21
Male	977	705	72.16	27.84	48.43
American Indian or Alaska Native	--	--	--	--	--
Asian	170	126	74.12	25.88	65.32
Black or African American	24	17	70.83	29.17	23.53
Filipino	159	106	66.67	33.33	39.62
Hispanic or Latino	509	352	69.16	30.84	35.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	306	219	71.57	28.43	54.59
White	745	564	75.70		49.55
English Learners	165	106	64.24	35.76	21.90
Foster Youth	--	--	--	--	--
Homeless	32	18	56.25	43.75	11.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	399	249	62.41	37.59	29.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	235	131	55.74	44.26	16.79

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.