

# Ocean View Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **Internet Access**

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

## **About This School**

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Ocean View Elementary School
Street	1000 Jackson and 601 San Gabriel
City, State, Zip	Albany CA 94706
Phone Number	510.558.4800
Principal	Terry Georgeson
Email Address	tgeorgeson@ausdk12.org
Website	<a href="http://ov.ausdk12.org/">http://ov.ausdk12.org/</a>
County-District-School (CDS) Code	01-61127-6090161

Entity	Contact Information
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Frank Wells
Email Address	fwells@ausdk12.org
Website	<a href="http://www.ausdk12.org">http://www.ausdk12.org</a>

## School Description and Mission Statement (School Year 2019-20)

Albany's schools are the focal point of its community. Families choose to locate here because of the schools. Ocean View Elementary School is a unique school with a community, rich in economic, ethnic and racial diversity. Our teachers and staff have a commitment to high expectations through a dynamic blend of collaboration, professionalism, and a dedication to a rigorous, state standards-aligned curriculum targeted to address the needs of all students.

Ocean View School is one of three elementary schools and the first to be rebuilt in over 40 years serving kindergarten to fifth-grade from early childhood to early adolescence. Ocean View School is scheduled to be in temporary housing for 2 years during the reconstruction of our new school. Relocating and housing 430 students within Albany is only accomplished with the effort of an entire district community. Using current district facilities, Kindergarten has been relocated at Marin and Cornell schools. Grades 1 and 2 are located in the new Albany Middle School Annex with grades, 3, 4, and 5 relocating to the new wing of Albany High School in the early spring of 2020. Moving and living within the other school communities is a challenge and adventure the Ocean View community embrace. Being good neighbors while maintaining a safe and welcoming learning environment is the mission of teachers and staff while in temporary housing.

The Ocean View parent community is largely college-educated, economically diverse, and socially active. There is no single majority racial-ethnic group in Albany schools. We are approximately 41% white, 42% Asian-Pacific Islander, 7% African American and of these racial-ethnic groups, 20% also identify as Hispanic or Latino. 40% of Ocean View students are identified as speaking a language other than English at home. This offers our students and community with a rich multi-cultural foundation on which to build a deep appreciation for our diversity. 35% of Ocean View students participate in the Federal Free or Reduced Lunch Program.

Ocean View School accommodates 17 general education classrooms, while Cornell and Marin care for four of Ocean View's kindergarten classes. Temporary locations both at the middle and high school support an ELD-reading lab, outdoor PE facilities, science lab, special education staff, and aftercare. The general education classrooms have an average student to teacher ratio of 24: 1 in Kindergarten through 3rd grade and 28:1 for 4-5th grade. Additionally, we have highly qualified teachers with both multi subject and single subject credentials in early childhood education, Physical Education, Music, Science, and Media/Library. Ocean View Elementary has a support staff composed of 1.4 FTE Intervention Specialists, 2.2 FTE English Language Development Specialist Teachers, 1.0 FTE Speech and Language Specialist, a part-time Psychologist, 1.0 FTE Resource Teacher, .4 FTE Occupational Therapist, and two part-time counseling interns. Classrooms for 1st through 5th grade are equipped with smart boards and short-throw projectors, student laptops, iPads, and an amplification system providing voice and language enhancement with all instruction.

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	141
Grade 1	89
Grade 2	98
Grade 3	68
Grade 4	77
Grade 5	100
Total Enrollment	573

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.2
Asian	32.5
Filipino	1.7
Hispanic or Latino	18
White	18.5
Two or More Races	13.3
Socioeconomically Disadvantaged	33.5
English Learners	33.2
Students with Disabilities	7.5
Foster Youth	0.2
Homeless	0.9

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

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

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

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	36	39	32	213
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study in Writing, Lucy Calkins, et al. Units of Study in Reading, Lucy Calkins et al.	No	0.0%
Mathematics	K-3rd Grade: Investigations in Number, Data and Space (Pearson)-Not State Adopted 4th-5th Grade: Math Expressions, Common Core (Houghton Mifflin)	Yes	0.0%
Science	Full Option Science System (Delta)	No	0.0%
History-Social Science	K-1st: History Social Science (Houghton Mifflin) 2nd-5th Grade: Reflections: California Series (Harcourt)	No	0.0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

A Facilities Master Plan was approved in 2014. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. In general, our district needs to prepare for anticipated growth in enrollment and the addition and/or replacement of existing facilities. Over the coming year, we will determine when to schedule the Ocean View Elementary School Project and how to address temporarily housing students off campus. The safety of students and staff is a primary concern at Ocean View Elementary School. The school site safety plan is updated annually. The key element of the school site safety plan encompasses student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis. To ensure student safety, staff members supervise students at all times during the school day beginning at 8:15 a.m. and during recess and lunch. Any visitors to the campus are required to check in at the school's office.

The school was built in 1975 and modernized in 2000. There are 27 classrooms, a multipurpose room/stage, a library multimedia center, special day class and resource specialist program classrooms, two English language development (ELD) classrooms and a counseling office. We are located near Ocean View Park. With the cooperation of the City of Albany, Ocean View Park offers students many opportunities for play and various field games. District maintenance staff ensures the repairs necessary to keep the school in good repair, and other work orders, are completed in a timely manner. A workorder process is used to ensure efficient service and the highest priority to emergency repairs. We have two custodians: one lead day custodian and one night custodian Monday through Friday. The principal works with custodial staff members to ensure the cleaning of the school is maintained to provide a clean and safe school

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 12/12/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	71	74	76	79	50	50
Mathematics (grades 3-8 and 11)	69	67	70	72	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	251	232	92.43	7.57	73.59
Male	133	123	92.48	7.52	68.85
Female	118	109	92.37	7.63	78.90
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	79	68	86.08	13.92	79.10
Filipino	--	--	--	--	--
Hispanic or Latino	50	49	98.00	2.00	67.35
Native Hawaiian or Pacific Islander					
White	51	50	98.04	1.96	86.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	48	46	95.83	4.17	76.09
Socioeconomically Disadvantaged	82	73	89.02	10.98	52.78
English Learners	92	76	82.61	17.39	74.67
Students with Disabilities	21	20	95.24	4.76	50.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	251	239	95.22	4.78	66.53
Male	133	126	94.74	5.26	67.46
Female	118	113	95.76	4.24	65.49
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	79	72	91.14	8.86	79.17
Filipino	--	--	--	--	--
Hispanic or Latino	50	49	98.00	2.00	48.98
Native Hawaiian or Pacific Islander					
White	51	50	98.04	1.96	76.00
Two or More Races	48	46	95.83	4.17	67.39
Socioeconomically Disadvantaged	82	77	93.90	6.10	37.66
English Learners	92	83	90.22	9.78	68.67
Students with Disabilities	21	20	95.24	4.76	35.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

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
5	4.8	22.1	67.3

Note: 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.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

We value and enjoy a growing level of parent and community involvement at Ocean View School. This partnership between the school and Ocean View families, allows us to effectively support our students, staff, and instructional programs. Parent involvement is valued during our period of rebuilding. Parents can participate in any of the following parent organizations: English Learner Advisory Committee (ELAC), the Ocean View PTA, and the Black Parent Advisory Group as well as volunteering in classrooms, field trips, and lunchtime supervision. The Ocean View PTA organizes parent education nights, community fundraising events and is instrumental in helping build a strong parent-teacher community. PTA fundraising supports school programs such as arts enrichment, field trips, and temporary housing projects such as gardening and playground enhancement. Our school community benefits greatly from the support and assistance provided by our PTA and community volunteers. Please contact the school at 558-4800 for information about how to get involved.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.8	1.3	0.2	3.1	2.1	1.9	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Safety is a priority at Ocean View Elementary School. The social-emotional learner in all students is a priority at Ocean View and as part of our district's K-8 program, where we embrace a school-wide behavior program called BEST. The BEST team is a team of dedicated teachers who lead our staff with determining what behavioral expectations around the school and in classrooms we will target throughout the school year. Our three core ideas are: Be Safe, Be Responsible and Be Respectful. Classroom and schoolwide incentives are tied to each of the "3 B's." In addition, Ocean View teachers integrate the anti-bullying curriculum Second Step and Welcoming Schools. Through this curriculum, our students learn about empathy, speaking up for one's self and the value of focused attention. Finally, we offer Ocean View students in grades 3-5 leadership opportunities to be a conflict manager for fellow students on the playground. Learning to lead by helping others is what conflict management is all about.

Practice drills for fire, earthquakes and emergencies are held with the staff and students. Emergency kits are in classrooms, and additional emergency supplies are stored on-site. The key elements of the school's current safety plan are as follows:

Part I: Emergency Organization and Management Responsibilities of Albany Unified School District site personnel, instructional staff, site coordinator and Emergency Response Team (ERT) committee, Concept of Emergency Functions, including a summary of planned response, Site ERT notification, communications, evacuation, damage survey, student release and site closure, shelter, crisis incident stress debriefing, after-event critique, and after-action report.

Part II:

- Emergency Procedures
- Building evacuation
- Fire Chemical accident
- Earthquake
- Air pollution
- Explosion or aircraft crash
- Bomb threat
- Suspicious individuals
- Medical/first aid
- Terrorist situation.

Part III: Emergency Forms/Checklists

- Sample parent letter Hazard-identification checklist
- Recommended emergency supplies
- Guidelines for preparing a buddy/teacher list
- Sample emergency information sheet
- Sample student district notice of first-aid care
- Sample site status report

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21		6		21	1	6		24		6	
1	21	1	2		22		4		22		4	
2	22		3		21		3		25		4	
3	21	3	2		23		3		23		3	
4	26		4		25		4		26		3	
5	26		4		26		4		25		4	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.3
Psychologist	0.5
Social Worker	0.26
Nurse	0.1
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8580	2534	6046	67293
District	N/A	N/A	7574	71839
Percent Difference - School Site and District	N/A	N/A	-22.4	-6.5
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-11.6	-6.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

During the 2018-2019 school year, the following support services were provided:

- Title I dollars were allocated to staff English Language Development teachers.
- Supplemental funds allocated through the Local Control Funding Formula were allocated to intervention specialists (reading and mathematics), intervention teacher hourly, and materials and supplies.
- SchoolCARE, a community fundraising group, allocated dollars to staff a library technician, provide additional noontime supervision, support mathematics intervention, and support the District's in-school enrichment program.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,101	\$46,208

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$71,512	\$72,218
Highest Teacher Salary	\$96,394	\$92,742
Average Principal Salary (Elementary)	\$136,524	\$113,112
Average Principal Salary (Middle)	\$141,656	\$118,220
Average Principal Salary (High)	\$151,534	\$127,356
Superintendent Salary	\$218,636	\$186,823
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Ocean View staff development is aligned to district goals: We will provide comprehensive educational experiences with expanded opportunities for demonstrating and assessing student growth.

Each year we strive to serve the individual, social, emotional, and academic needs of our students and apply appropriate interventions through a collaborative approach. We work to empower the leadership capacity of our teachers and staff while working to communicate with stakeholders to make decisions, communicate and assess the site and district goals.

This year elementary professional development opportunities include both training in the History-Social Science California content standards and the Next Generation Science Standards (NGSS). Other areas of current interest for training include topics of Social Justice and Social-Emotional Learning. Teachers also provide input for the three district-wide professional development days throughout the year. In addition, staff meetings are held each Wednesday afternoon; these meetings offer teachers the opportunity to collaborate regarding curriculum, instruction, and assessments. In addition, our instructional leadership team of teachers meets bi-monthly as a standing committee and decision-making group. These leaders guide us through the effort to improve student learning by narrowing the achievement gap by improving and enhancing instructional practices. Ocean View teachers also work closely with Cornell and Marin schools to align our instruction throughout the district. We are committed to the ongoing collaboration to always improve our instructional practices of state standards and better prepare students for the Smarter Balanced Assessments.