South Oceanside Elementary

1806 S. Horne Street • Oceanside CA, 92054 • (760) 435-2100 • Grades K-5
David Morrow, Principal
David.Morrow@oside.us
http://www.southo.oside.us/

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Oceanside Unified School District

2111 Mission Avenue
Oceanside CA, 92058
(760) 966-4000
www.oside.us

District Governing Board

Eleanor Juanita Evans, President

Mike Blessing, Vice President

Eric Joyce, Clerk

Raquel Alvarez, Member

Stacy Begin, Member

District Administration

Julie Vitale, Ph. D.
Superintendent

Shannon Soto, Ed. D.
Deputy Superintendent

Todd McAteer
Associate Superintendent Human Resources

Mercedes Lovie, Ed. D
Associate Superintendent Business Services

School Description

Welcome to the South Oceanside Elementary School community. Our goal is to provide students with the skills, knowledge, and understanding necessary to build a solid foundation for further academic success. We start with high academic standards for all learners, and we instill in them a love of learning and a desire to work to their full potentials.

Our School Plan for Student Achievement features instructional goals that focus on increasing student achievement in reading and mathematics based on the Common Core State Standards and continuing to grow in parental involvement.

South Oceanside Elementary has been a California Distinguished School three times, the highest honor granted a school by the state of California. South Oceanside has also been recognized twice as a Title I Academic Achievement Award School, a federal award for schools that receive federal funding that consistently help low-performing students meet or exceed academic performance goals.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	103
Grade 2	108
Grade 3	118
Grade 4	96
Grade 5	121
Total Enrollment	649

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.5
Asian	0.5
Hispanic or Latino	51.2
Native Hawaiian or Pacific Islander	1.4
White	38.2
Two or More Races	6.3
Socioeconomically Disadvantaged	57.8
English Learners	18.5
Students with Disabilities	10.6
Foster Youth	0.2
Homeless	0.5

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 for South Oceanside	17-18	18-19	19-20
With Full Credential	32	0.0	28
Without Full Credential	0.0	0.0	0
Teaching Outside Subject Area of Competence	0.0	0.0	0

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

Teacher Misassignments and Vacant Teacher Positions at South Oceanside Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	0
Vacant Teacher Positions	0.0	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)

Textbooks and Instructional Materials
Year and month in which data were collected: Sept. 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption

Reading/Language Arts	Houghton Mifflin Reading California: Adopted 2003
	   • Big Books (Grade K)
	   • Textbooks (Grades 1-5)
	Houghton Mifflin ELD, Adopted 2011
	   • Practice Books (K-5)
	K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011

Mathematics	Houghton Mifflin Harcourt GoMath!, Adopted 2016 • Student Edition
Science	FOSS, Delta Education, Adopted 2008 (K - 5)

History-Social Science	Reflections/Harcourt, Adopted 2007
	   • Big Books (Grade K-1)
	   • Textbooks (Grades 2-5)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/8/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	PARKING LOTS: 7. 3RD LIGHT IS OUT/ VERY DARK (PER STAFF)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BOYS RR: 8.3 URINALS ARE NOT WORKING 11. PAINT IS CHIPPING ON HAND DRYER
Safety: Fire Safety, Hazardous Materials	Good	BOYS RR: 8.3 URINALS ARE NOT WORKING 11. PAINT IS CHIPPING ON HAND DRYER CUSTODIAL: 11. PAINT IS CHIPPING ON DOOR RM D-2: 11. PAINT IS CHIPPING ON TRIM 12. DRY ROT ON TRIM 13. GUTTER HAS HOLE/ DOWN SPOUT IS DISCONNECTED
Structural: Structural Damage, Roofs	Good	RM D-2: 11. PAINT IS CHIPPING ON TRIM 12. DRY ROT ON TRIM 13. GUTTER HAS HOLE/ DOWN SPOUT IS DISCONNECTED RM G-5: 12. DRY ROT ON EAST EAVE
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	GIRLS RR: 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD
Overall Rating	**Good**	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	45	45	46	50	50
Math	42	42	36	36	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.4	27.7	28.6

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	331	320	96.68	45.31
Male	166	161	96.99	41.61
Female	165	159	96.36	49.06
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	170	163	95.88	32.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	125	122	97.60	60.66
Two or More Races	27	26	96.30	57.69
Socioeconomically Disadvantaged	207	199	96.14	31.16
English Learners	76	74	97.37	21.62
Students with Disabilities	54	49	90.74	18.37
Students Receiving Migrant Education Services	--	--	--	--
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	331	320	96.68	41.56
Male	166	161	96.99	42.24
Female	165	159	96.36	40.88
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	170	163	95.88	26.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	125	122	97.60	59.84
Two or More Races	27	26	96.30	57.69
Socioeconomically Disadvantaged	207	199	96.14	25.63
English Learners	76	74	97.37	18.92
Students with Disabilities	54	49	90.74	14.29
Students Receiving Migrant Education Services	--	--	--	--
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.

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)
Our parents are involved and supportive. They participate in decision making and budget approval on the School Site Council. They are active in our English Language Advisory Committee, Title I, School Site Council and PTO. They volunteer in classrooms, assist with special events, and chaperone field trips. Our PTO funds technology hardware, copy paper, field trips, and the Scholastic Reading Counts! reading incentive program. It sponsors events for students, parents, staff, and community members. More than 1,000 people attend our annual Fall Carnival, which has been a major campus event for 70 years. South O PTO also puts on the annual South O Car Show, one of the communities premiere car shows. To volunteer at our school, call the school office at (760) 435-2100.

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.

School Safety Plan
Our school is clean, orderly, and well maintained. Teachers and playground supervisors monitor the campus before school, during recesses and lunch, and after school. Students follow playground rules. We revise our Crisis Response and Safe School Plans annually (last review was 10/2018), and we hold monthly safety drills.

Students and staff keep our campus clean, and the school community meets monthly at our Pride Assemblies to celebrate students' attendance, enjoy student performances, and focus on monthly character words using the 8 Keys of Excellence.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	1.3	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.6
Other	1.0

* 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.

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	25		5		22		5		23		5	
1	25		5		24		5		23		4	
2	23		5		24		5		22		5	
3	23		5		21	2	3		24		5	
4	29		4		28		4		32		3	
5	29	1		4	24	1	4		30		3	1
Other**					2	1						

*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.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Oceanside Unified School District provides professional development opportunities for staff in a various academic areas. At South Oceanside Elementary, our focus is on developing higher level thinking skills in our students and developing greater discourse between students. Staff are being provided training at site staff meetings on methods for improving student discourse and inquiry based instruction.   Professional development is delivered in a variety of ways; on site and off site trainings, bi-weekly PLC meetings, staff workshops, peer observation, and individual mentoring as needed. Teachers are supported by their grade level, administration and the monitoring of students data to make sure that all have the resources necessary to successfully implement all professional development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,351	$51,374
Mid-Range Teacher Salary	$75,082	$80,151
Highest Teacher Salary	$98,969	$100,143
Average Principal Salary (ES)	$123,269	$126,896
Average Principal Salary (MS)	$127,602	$133,668
Average Principal Salary (HS)	$130,709	$143,746
Superintendent Salary	$257,005	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11751.18	2800.3	8950.87	$83,759
District	N/A	N/A	$9,137.87	$81,388.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.1	2.9
School Site/ State	17.6	2.1

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.

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.