

Shore Acres 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	Shore Acres Elementary School
Street	351 Marina Road
City, State, Zip	Bay Point, CA 94565
Phone Number	(925) 458-3261
Principal	Suleyma Moss
Email Address	mosss@mdusd.org
Website	shoreacres.mdusd.org
County-District-School (CDS) Code	07-61754-6004295

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

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

The Shore Acres community works together to provide all students a rigorous and culturally rich academic program promoting social-emotional learning, as well as college and career readiness in a safe and respectful environment.

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

Grade Level	Number of Students
Kindergarten	71
Grade 1	67
Grade 2	86
Grade 3	74
Grade 4	74
Grade 5	73
Total Enrollment	445

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.4
Asian	2.5
Filipino	0.2
Hispanic or Latino	83.6
Native Hawaiian or Pacific Islander	0.4
White	2
Two or More Races	1.3
Socioeconomically Disadvantaged	90.6
English Learners	59.3
Students with Disabilities	11.9
Foster Youth	0.2
Homeless	2.5

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	24	22	1599
Without Full Credential	0	1	0	69
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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	1.0	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: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017 McGraw-Hill: Lectura Maravillas 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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: 08/08/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	ASP OFFICE - REAR DOOR NEEDS CLOSER; RM 28 - REAR DOOR MISSING CLOSER; RM 27 - TAIL NOT ATTACHED TO WALL
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	KITCHEN - LIGHT OUTSIDE BROKEN W/R #84496; EXTERIOR LIGHT LENS BROKEN
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	NO FIRE SUPPRESSION SYSTEM
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	LANDSCAPE AND GRASS POOR CONDITION; LARGE PLAYGROUND SURFACE NEEDS REPAIR
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 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)	9	13	51	50	50	50
Mathematics (grades 3-8 and 11)	10	11	39	39	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	222	217	97.75	2.25	12.90
Male	122	118	96.72	3.28	11.02
Female	100	99	99.00	1.00	15.15
Black or African American	14	14	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	186	181	97.31	2.69	13.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	209	204	97.61	2.39	13.73
English Learners	162	157	96.91	3.09	13.38
Students with Disabilities	41	41	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	9	75.00	25.00	0.00

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	222	218	98.20	1.80	11.47
Male	122	120	98.36	1.64	14.17
Female	100	98	98.00	2.00	8.16
Black or African American	14	14	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	186	182	97.85	2.15	12.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	209	205	98.09	1.91	11.71
English Learners	162	158	97.53	2.47	13.92
Students with Disabilities	41	40	97.56	2.44	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00

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	23.0	8.1	2.7

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)

Numerous opportunities for parental involvement include: School Site Council (SSC), English Learner Advisory Committee (ELAC), parent involvement nights, parent volunteers in classrooms, field trip chaperones and parent community services assistance. Community circles support parents in how to support their children at home as well as how to navigate the educational system. We have also included PIQE (Parent Institute for Quality Education).

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 458-3261.

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
Suspensions	1.6	2.2	3.5	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	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)

Shore Acres is a Safety First Campus. In collaboration with Contra Costa County and the Bay Point Sheriff's Office, Shore Acres has developed a strict policy for visitor's on campus. All visitors must sign in at the front office to receive a designated visitor's badge and/or visitor's sticker. This badge / sticker must be worn at all times while on campus and then returned to the office upon sign out. Contra Costa County has also installed crosswalk light at the sidewalk for Shore Acres students and families to cross safely. Furthermore, we have implemented additional safety measures which include: new arrival / dismissal procedures (parking lot safety, drop off and pick up zone), walkies talkies in each classroom, all common areas (i.e. staff lounge, cafeteria, Room 18, etc.).

Shore Acres has developed an Emergency Preparedness and Crisis Response Plan. The primary goals of crisis response are:

- 1) To prevent a potentially chaotic situation from escalating into a catastrophic event.
- 2) Help those affected to return, as quickly as possible, to a normal level of functioning.
- 3) Decrease the potential long-term effects of the crisis.

The Crisis Response Team includes: principal, instructional program specialist, school psychologist, school nurse, teachers, campus / noon supervisors, clerical staff, parent community services assistant and custodian.

The Chain of Command includes: principal, instructional program specialist, principal designee, lead teachers and other staff determined by the principal.

Law Enforcement Incident Command System

- If an incident occurs requiring involvement of multiple agencies such as police, fire or other emergency services, the School Crisis Team Leader will become part of the Incident Command System.

The Shore Acres School Safety Plan was approved by the School Site Council at a public hearing on 2/13/17.

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	22	2	3		22	2	2		15	4	1	
1	24		3		29		3		21	2	1	
2	25		3		24		3		28		3	
3	25		3		23		3		24		3	
4	25		3		20	2	2		27		2	
5	29	1		3	20	2	2		24	1	3	
Other**	14	1			7	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.

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

Title	Ratio
Academic Counselors*	445.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
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	\$12,972.13	\$4,017.43	\$8,954.71	\$74,655.00
District	N/A	N/A	\$8,328.50	\$78,217.00
Percent Difference - School Site and District	N/A	N/A	7.2	-4.7
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	17.6	-9.9

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)

In conjunction with the District's LCAP Goals of College and Career Readiness, Parent Involvement and Engagement, Professional Development and Training and addressing needs of Special Populations, we have implemented the following programs and strategies to support our students:

School-wide AVID College going culture, parent nights and parent circles, Positive Behavior Intervention Support (PBIS), Restorative Practices, Social Emotional Learning (SEL), Mindfulness, Growth Mindset, English Learner Review Team and Task Force, Special Education, counseling, full day Kinder, After School Program, parent community services assistant, psychologist, school counselor, bilingual education, Summer Intervention. After school intervention as well as in school intervention is also provided to support our students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,339	\$48,612
Mid-Range Teacher Salary	\$73,641	\$74,676
Highest Teacher Salary	\$98,346	\$99,791
Average Principal Salary (Elementary)	\$116,573	\$125,830
Average Principal Salary (Middle)	\$123,726	\$131,167
Average Principal Salary (High)	\$133,844	\$144,822
Superintendent Salary	\$280,000	\$275,796

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

MDUSD facilitates and organizes a variety of staff development programs for teachers and administrators based upon specific instructional needs and state mandates. Two days prior to the beginning of the academic school year as well as designated staff development days during the school year, all teachers participate in staff development. The focus for both district-wide and site-based training have encompassed comprehensive language arts and math instruction. These in-service days include:

- AVID Training - conference and district training
- PBIS Training - conference and district training
- Restorative Practices Training
- Social Emotional Learning (SEL), Mindfulness and Growth Mindset Training
- Collaborative Conversations
- Google Docs Training
- EADMS, iReady Training
- Leadership Training
- Solution Tree - Common Core NOW , Leadership NOW , English Learner (EL Task Force)
- Collaborative Solutions - Mindfulness Training, Building Relationships / Connections
- Check and Connect
- Common Core State Standards Symposiums
- Marzano's Art and Science of Teaching
- Positive Behavior Intervention Support Training
- Positive Behavior Intervention Coaches Training
- Learning Focused Conversations Training
- Brain-based Learning Training
- Curriculum
- ProAct Training / Crisis Prevention Intervention Support Training
- Text Complexity, Academic Vocabulary and Comprehension Skills provided by Dr. Kathy Perez of St. Mary's College
- Professional Learning Communities - PLC Training
- 50/50 Bilingual Training and Collaborative Time
- CAFE conference to support Bilingual Students and English Learners
- ADEPT and CELDT Training
- BoardMath and BoardLanguage Training
- California Association of Bilingual Education Conference
- Kindergarten Conference
- Transitional Kindergarten Conference / Training
- Singapore Math
- Ed1 Stop
- EDI - Step Up Academy
- Systematic ELD
- Being a Writer
- Contra Costa Reading Association

- Guided Language Acquisition Design (GLAD)
- New Teacher In-Service
- Peer Coaching and Observation of math and language arts curriculum
- QRI (Reading Assessment) for Grades 4-5
- RAP (Reading Assessment Program) for K-3
- English Language Arts transition training for bilingual teachers
- Numerous conferences and specific staff development opportunities
- Numerous district sponsored staff development opportunities