

Ocean Shore 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 Shore Elementary School
Street	411 Oceana Blvd.
City, State, Zip	Pacifica, CA 94044
Phone Number	650-738-6650
Principal	Julie Carrillo, Ed.D
Email Address	jtarango@pacificasd.org
Website	http://pacificasd.org/OSS
County-District-School (CDS) Code	41-68932-6044044

Entity	Contact Information
District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Heather Olsen
Email Address	holsen@pacificasd.org
Website	www.pacificasd.org

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

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.

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

Grade Level	Number of Students
Kindergarten	49
Grade 1	48
Grade 2	51
Grade 3	50
Grade 4	46
Grade 5	49
Grade 6	48
Grade 7	46
Grade 8	45
Total Enrollment	432

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
Asian	12.3
Filipino	3.9
Hispanic or Latino	20.8
Native Hawaiian or Pacific Islander	0.7
White	46.3
Two or More Races	14.1
Socioeconomically Disadvantaged	17.1
English Learners	11.3
Students with Disabilities	6.7
Homeless	

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	18.3	17.15	17.4	130.1
Without Full Credential	.4	1.55	0	3.5
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	0	0	1

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: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project (K-8)/2012	Yes	0
Mathematics	Bridges in Mathematics (K-5) (2nd Edition)/2016 CPM Core Connections (6-8)/2014	Yes	0
Science	FOSS California Edition (K-5)/2007 California HMH Science Dimensions (6-8)/2019	Yes	0
History-Social Science	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
Health	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 (Most Recent Year)

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: 12/20/2018

System Inspected	Rating	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	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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)	66	66	60	60	50	50
Mathematics (grades 3-8 and 11)	64	58	58	57	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	285	283	99.30	0.70	66.43
Male	146	145	99.32	0.68	61.38
Female	139	138	99.28	0.72	71.74
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	36	36	100.00	0.00	72.22
Filipino	--	--	--	--	--
Hispanic or Latino	57	56	98.25	1.75	46.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	142	141	99.30	0.70	73.76

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	38	38	100.00	0.00	71.05
Socioeconomically Disadvantaged	60	59	98.33	1.67	47.46
English Learners	35	35	100.00	0.00	34.29
Students with Disabilities	29	28	96.55	3.45	14.29
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	285	282	98.95	1.05	57.80
Male	146	145	99.32	0.68	56.55
Female	139	137	98.56	1.44	59.12
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	36	36	100.00	0.00	69.44
Filipino	--	--	--	--	--
Hispanic or Latino	57	56	98.25	1.75	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	142	140	98.59	1.41	68.57
Two or More Races	38	38	100.00	0.00	60.53
Socioeconomically Disadvantaged	60	59	98.33	1.67	32.20
English Learners	35	35	100.00	0.00	25.71
Students with Disabilities	29	27	93.10	6.90	11.11
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	12.2	36.7	36.7
7	11.6	20.9	60.5

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)

An Ocean Shore team consisting of administrators, teachers, staff and parents came together for a two day Parent Engagement Learning Institute designed to build the capacity of the school team to develop, implement and evaluate family engagement practices that lead to increased academic outcomes. At the Institute the team learn to align family engagement practices with School Plan for Student Achievement and LCAP goals and priorities and to develop, implement and evaluate family engagement practices as professional learning community. The team meet for follow-up meetings to execute the plan, evaluate their practices and develop additional actions.

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 osspresident@yahoo.com.

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	1.1	0.9	0.9	1.5	1.5	1.4	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)

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.

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 December 2019.

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	24		2		23		2		25		2	
1	25		2		24		2		24		2	
2	24		2		24		2		25		2	
3	24		2		25		2		17	1	2	
5	32		2	1	32		2	1	32		3	
6	23		12		24		12		24		12	
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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	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.

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	\$6,091	\$651	\$5,440	\$70,628
District	N/A	N/A	\$7,128	\$67,912.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-26.9	5.5
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-26.8	-8.4

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)

Centrally provided curriculum specialist and teacher leads in Humanities, Math, Science and Access/Equity/Innovation provide support to school staff with tools, data analysis skills, proven strategies and practices that produce positive outcomes for students. Ocean Shore's Vice Principal of Guidance and Learning supports unduplicated pupils through participation in the development of academic and behavioral support plans (when necessary via the SST process). VP, G&L monitors attendance and chronic tardiness, initiating interventions when appropriate and monitors the progress of our English Learners in the general education program. Other duties 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 District Supplemental Funding
- Math intervention support funded by District Supplemental Funding
- Reading intervention support funded by District Supplemental Funding
- K - 3 Choral Teacher funded by PTO
- 4/5 Music Teacher funded by Pacifica Education Foundation
- Part Time campus Supervisor funded by District Supplemental Funding
- Playworks Recess Supervisor funded by District Supplemental Funding
- Technology Support Services funded by the PTO
- Part Time PE Instructor for grades K-5 funded by PTO
- After School Homework Support funded by County grant

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,134	\$49,378
Mid-Range Teacher Salary	\$64,973	\$77,190
Highest Teacher Salary	\$86,183	\$96,607
Average Principal Salary (Elementary)	\$132,580	\$122,074
Average Principal Salary (Middle)	\$135,813	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$224,835	\$189,346
Percent of Budget for Teacher Salaries	32%	36%
Percent of Budget for Administrative Salaries	8%	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			

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 2017-2018, the first district wide PD day was focused on the introduction and implementation of the SEL Framework. The second and third day was a menu of options that included sessions focused on Restorative practices, Readers and Writers workshop, Inclusive Practices, Design Thinking and Behavioral interventions. In 2018-2019, the first district wide PD day focused on school safety. The second day focused on the foundations to implementation of English Language Development. The third day was a menu of options with a focus on STEAM and History Social Science. 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.

Ocean Shore evaluates its program based on state and school assessments, yearly parent surveys, and progress in our designated areas of improvement: language arts, math, science. Our staff meets once a month to discuss best practices and review professional learning goals.

For 2017-18, the Pacifica School District adopted a Social Emotional Learning framework. August professional development focused on learning and applying the framework to the curriculum. Ongoing opportunities during staff meetings to advance teacher training and apply their learning to survey data is regularly practiced. Additionally, during 2017-18, Ocean Shore is a Teacher's College Readers and Writers Workshop Lab Site. This is an opportunity for all staff to participate in professional development around a specific skill set associated with the TCRWP - in this case, individual and small group conferencing.

Finally, Ocean Shore continues to provide training and support for our Bridges Math curriculum adoption. Periodic in-class training sessions continue throughout the 2017-18 school year.

In 2018-19, staff worked with site teacher leads and school psychologists to align classroom practices with new research related to social emotional learning, innovation, science curriculum and technology. Teacher leads led professional development sessions for teachers in addition to our monthly staff meetings. Staff also participated in a series of safety trainings about Big 5 Safety Protocols led by county and local law enforcement.

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.