

# **Ocean Shore Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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

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

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

| 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                         | Jeanne Bellinger  |
| Email Address                     | jbellinger@pacificasd.org   |
| Website                           | <a href="http://pacificasd.org/OSS">http://pacificasd.org/OSS</a> |
| County-District-School (CDS) Code | 41-68932-6044044  |

### District Contact Information (School Year 2020-2021)

| Entity         | Contact Information  |
|----------------|--|
| District Name  | Pacifica School District                                   |
| Phone Number   | (650) 738-6600   |
| Superintendent | Heather Olsen  |
| Email Address  | holsen@pacificasd.org                                      |
| Website        | <a href="http://www.pacificasd.org">www.pacificasd.org</a> |

### School Description and Mission Statement (School Year 2020-2021)

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 2019-2020)**

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 48                 |
| Grade 1          | 47                 |
| Grade 2          | 48                 |
| Grade 3          | 53                 |
| Grade 4          | 49                 |
| Grade 5          | 48                 |
| Grade 6          | 51                 |
| Grade 7          | 48                 |
| Grade 8          | 48                 |
| Total Enrollment | 440                |

**Student Enrollment by Student Group (School Year 2019-2020)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.6                         |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 12.7                        |
| Filipino                            | 5.7                         |
| Hispanic or Latino                  | 20.7                        |
| Native Hawaiian or Pacific Islander | 0.7                         |
| White                               | 45.5                        |
| Two or More Races                   | 13                          |
| Socioeconomically Disadvantaged     | 13.4                        |
| English Learners                    | 7.3                         |
| Students with Disabilities          | 9.1                         |
| 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<br>2018-19 | School<br>2019-20 | School<br>2020-21 | District<br>2020-21 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential   | 17.15             | 17.4              | 15.0              | 131.46              |
| Without Full Credential  | 1.55              | 0                 | 0                 | 2                   |
| Teaching Outside Subject Area of Competence (with full credential) | 0                 | 0                 | 0                 | 0                   |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 1       | 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

| 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<br>CPM Core Connections (6-8)/2014   | Yes                        | 0  |
| Science                | FOSS California Edition (K-5)/2007<br>California HMH Science Dimensions (6-8)/2019   | Yes                        | 0  |
| History-Social Science | Houghton Mifflin, Social Studies (K-3)/2005<br>McGraw Hill, Adventures in Time & Place (4-5)/2002<br>Teachers' Curriculum Institute (TCI): History Alive! California Series (6-8)/2018 | Yes                        | 0  |
| Health                 | Puberty Talk Gr. 5/2016 (Health Connected)<br>Teen Talk Gr. 7/2016 (Health Connected)<br>The Puberty Workshop (5)/2013<br>Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005   | Yes                        | 0  |

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

## School Facility Conditions and Planned Improvements

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### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 1/6/2021

| System Inspected  | Rating    | Repair Needed and Action Taken or Planned   |
|---|-----------|---|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                       | Good      |   |
| <b>Interior: Interior Surfaces</b>                                      | Good      |   |
| <b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>       | Good      |   |
| <b>Electrical: Electrical</b>   | Good      |   |
| <b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>                 | Good      |   |
| <b>Safety: Fire Safety, Hazardous Materials</b>                         | Good      |   |
| <b>Structural: Structural Damage, Roofs</b>                             | Good      | Portables: TTT F-1 needs roof repaired due to leaking; City of Pacifica Daycare room#2 needs roof repair due to leaking |
| <b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b> | Good      |   |
| <b>Overall Rating</b>   | 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<br>2018-19 | School<br>2019-20 | District<br>2018-19 | District<br>2019-20 | State<br>2018-19 | State<br>2019-20 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 66                | N/A               | 60                  | N/A                 | 50               | N/A              |
| Mathematics<br>(grades 3-8 and 11)                    | 58                | N/A               | 57                  | N/A                 | 39               | N/A              |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

| Student Group                       | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students                        | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Male                                | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Female                              | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Black or African American           | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| American Indian or Alaska Native    | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Asian                               | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Filipino                            | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Hispanic or Latino                  | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Native Hawaiian or Pacific Islander | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| White                               | N/A                 | N/A              | N/A               | N/A                      | N/A                           |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject                               | School<br>2018-19 | School<br>2019-20 | District<br>2018-19 | District<br>2019-20 | State<br>2018-19 | State<br>2019-20 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 43                | N/A               | 42                  | N/A                 | 30               | N/A              |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

| Grade Level | Percentage of Students<br>Meeting Four of Six<br>Fitness Standards | Percentage of Students<br>Meeting Five of Six<br>Fitness Standards | Percentage of Students<br>Meeting Six of Six<br>Fitness Standards |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)**

In the 2019-2020 school year, an Ocean Shore team consisting of administrators, teachers, staff and parents with guidance from an family engagement consultant, designed, developed, implement and evaluated family engagement practices that lead to increased academic outcomes. The team aligned family engagement practices with the School Plan for Student Achievement (SPSA) and LCAP goals and priorities. The team participated in a Family Engagement Celebration in June 2020 to celebrate these family engagement efforts and to identify additional actions to continue to achieve the school's family engagement goals. In the 2020-2021 school year, Ocean Shore parents along with parents from throughout the district participated in regularly scheduled meetings (Parent Advisory and Return to School Task Force) geared to providing input in the development of the redesign of the Distance Learning Program and the Continuum Learning Program (Distance, Hybrid, Full Return) plans.

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

(data collected between July through June, each full school year respectively)

| Rate        | School<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.9               | 0.9               | 1.5                 | 1.4                 | 3.5              | 3.5              |
| Expulsions  | 0.0               | 0.0               | 0.0                 | 0.0                 | 0.1              | 0.1              |

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School<br>2019-20 | District<br>2019-20 | State<br>2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | TBD               | TBD                 | TBD              |
| Expulsions  | TBD               | TBD                 | TBD              |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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 | 2017-18<br>Average<br>Class<br>Size | 2017-18<br># of<br>Classes*<br>Size<br>1-20 | 2017-18<br># of<br>Classes*<br>Size<br>21-32 | 2017-18<br># of<br>Classes*<br>Size<br>33+ | 2018-19<br>Average<br>Class<br>Size | 2018-19<br># of<br>Classes*<br>Size<br>1-20 | 2018-19<br># of<br>Classes*<br>Size<br>21-32 | 2018-19<br># of<br>Classes*<br>Size<br>33+ | 2019-20<br>Average<br>Class<br>Size | 2019-20<br># of<br>Classes*<br>Size<br>1-20 | 2019-20<br># of<br>Classes*<br>Size<br>21-32 | 2019-20<br># of<br>Classes*<br>Size<br>33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K           | 23                                  |   | 2  |  | 25                                  |   | 2  | 2  | 24                                  |   |  |  |
| 1           | 24                                  |   | 2  |  | 24                                  |   | 2  |  | 24                                  |   | 2  |  |
| 2           | 24                                  |   | 2  |  | 25                                  |   | 2  |  | 48                                  |   | 2  |  |
| 3           | 25                                  |   | 2  |  | 17                                  | 1   | 2  |  | 38                                  |   | 1  | 1  |
| 4           |                                     |   |  |  |                                     |   |  |  | 21                                  | 2   | 1  |  |
| 5           | 32                                  |   | 2  | 1  | 32                                  |   | 3  |  | 16                                  | 3   |  |  |
| 6           | 24                                  |   | 12   |  | 24                                  |   | 12   |  | 34                                  |   | 8  | 4  |
| Other**     |                                     |   |  |  |                                     |   |  |  | 5                                   | 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 Pupils to Academic Counselor (School Year 2019-2020)

| 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 2019-2020)

| Title   | Number of FTE*<br>Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist  | 0.5                                  |
| Social Worker   |                                      |
| Nurse   |                                      |
| 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 2018-2019)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$6,539                      | \$499                               | \$6,040                               | \$68,563               |
| District                                      | N/A                          | N/A                                 | \$7,219                               | \$69,032               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -17.8                                 | -0.7                   |
| State   | N/A                          | N/A                                 | \$7,750                               | \$80,565               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -24.8                                 | -16.1                  |

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

### Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$42,977        | \$50,574                                     |
| Mid-Range Teacher Salary                      | \$66,272        | \$76,649                                     |
| Highest Teacher Salary                        | \$87,906        | \$98,993                                     |
| Average Principal Salary (Elementary)         | \$135,232       | \$125,150                                    |
| Average Principal Salary (Middle)             | \$134,496       | \$129,394                                    |
| Average Principal Salary (High)               |                 | \$122,053                                    |
| Superintendent Salary                         | \$202,000       | \$193,925                                    |
| Percent of Budget for Teacher Salaries        | 31.0            | 34.0   |
| Percent of Budget for Administrative Salaries | 7.0             | 6.0  |

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   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3       | 3       | 4       |

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 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. In 2020-2021, the first two district wide professional development days focused on preparing for starting off the school year in full distance learning. Staff participated in accelerated learning training and the promotion of Social and Emotional development as we started the year from a distance. The third day's focus was on the San Mateo County Pandemic Recovery Framework, development of a report card standards and social emotional wellness specifically self care and trauma using the Community Resiliency Model. The fourth professional development day included training on Health and Safety and on the social emotional learning curriculum Caring School Communities.

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.

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.

In 2020-21, many of Ocean Shore's certificated staff participated in SMCOE two week summer program on effective teaching in the distance-learning model. Staff were also led through on-site professional development regarding implementing restorative practices in the classroom.