The Single Plan for Student Achievement

School: Ocean Shore Elementary School

CDS Code: 41-68932-6044044

District: Pacifica School District

Principal: Joseph Funk

Revision Date: October 20, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Ocean Shore Elementary School's Vision and Mission Statements
Ocean Shore School provides a nurturing environment for common core learning through a combination of whole class, small group, and individualized instruction. Thematic projects and project-based learning involve mixed-age groupings and are inclusive of diverse learners. Students are actively engaged as creative problem-solvers and critical thinkers.

Parents, staff, and community members collaborate within a shared leadership model to develop educational programs and provide instruction. Parents assist throughout the school and coordinate special projects including the library, computer lab, after school enrichment activities, field-trips and theme days.

A strong community is developed at Ocean Shore School for students, families, and staff. Our students have multiple leadership opportunities and have options to participate in a wide array of daily activities on campus. We are committed to creating a positive climate for our diverse community through learning and understanding of similarities and differences.

School Profile

Ocean Shore offers an academically challenging, kindergarten-through-eighth-grade program based on both the Common Core State Standards (CCSS) and California Content Standards as the State of California moves toward full-implementation of the CCSS. Our educational program encourages a high level of parent/guardian participation. Through parent/guardian participation and the flexibility of staff, the school is able to provide extensive small-group instruction, monthly field trips, annual overnight trips, and specialized theme-based projects that maintain a focus on learning that is personalized, maximizes student potential, and encourages a high level of critical thinking.

Ocean Shore's guiding principles provide for a challenging academic program while focusing on individual student strengths through experiential learning opportunities. We provide a well-rounded education that nurtures the whole child within the context of a community built on mutual respect, collaboration, and civic responsibility with parent/guardian participation being a cornerstone of our program.

The opportunities for parent/guardian involvement at Ocean Shore are comprehensive and unique. Over the years, parents and teachers have built an inclusive and nurturing community that embraces all students. Parents at Ocean Shore commit to a specific number of volunteer hours per year. Last year we had over 40,000 hours of parent participation. Many of our families have been participating in the school for more than ten years, and many on our staff are current or former parents. Parent leadership on the School Site Council and the PTO have resulted in the implementation of many support programs, including PE, gardens, music, science labs, and art. Our parents take on numerous committee and project leadership roles, and they work alongside our teachers to implement a project-based learning environment.

Ocean Shore evaluates its program based on State and school assessments, yearly parent surveys, and progress in our designated areas of improvement. Our staff meets four times a month to discuss best practices, to meet our goals for improvement and to participate in professional development. In addition, daily classroom aides are contracted by the PTO to assist teachers and supplement parent volunteers. In addition, all K-5 teachers of math attended math trainings on how to implement our new K-5 math adoption.

The Ocean Shore PTO continues to support technology at Ocean Shore and sets aside $7000.00 in order to replace needed chromebooks or other pieces of technology and to purchase new technology each year. With the help of the Pacifica School District, we were able to successfully administer the CAASPP test last spring using technology purchased by both PSD and the PTO. We have moved to many "web-based" or "cloud based" programs as we transition into a time when students interact with technology more and more throughout their day. All ages of students have access to ipads and/or chromebooks. Additional features of our school include: ten break-out spaces for small-group learning, a library media center with a computer lab, an art room, a science/culinary room, and a music room. We currently have two full time custodians and a regular district maintenance crew that keep our buildings in good shape. Teachers and garden coordinators help to maintain our garden.

Ocean Shore emphasizes the value of community and respect for differences. In the 2014-2015 school year we hired a non-profit agency called MOSAIC to come in and support our Diversity Day. As part of this program we had staff training and parent training on the topics of effective communication. We continue to work towards a strong positive behavior program and we have few incidents

of fighting and suspension. We finalized our Playworks program and have many levels of students in roles as youth leaders. Our school supervisors, teachers, aides, and parents supervise our play yards. We update our safety plan yearly, conduct emergency drills, and 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, sign in and wear a label.

Ocean Shore has a continually changing landscape as shown by the following examples below:

- We have implemented balanced literacy in our kindergarten through eighth grade classes and have transitioned to common core math in all grade levels.
- We continue to update our technology curriculum and integrate technology in our classrooms and library media center. We have now moved to a 1:1 ratio of technology in 6th - 8th grade and all K - 3 teachers have wireless projectors in their classrooms.
- Students participate in our annual Oceans Week activities - a school-wide thematic week that utilizes engaging curriculum to address Next Generation Science Standards. The theme for 2016-2017 is Ancient Oceans.
- Our community is active in environmental issues in order to lower our carbon footprint, to conserve energy, and to sustain our local beach habitat.
- We host our annual Ability Awareness Day and our Celebrate Diversity Day filled with innovative education to engage and value all members of our community.

Teachers complete tri-annual standards-based progress reports in kinder through 6th and traditional report cards in 7th and 8th that detail each student's progress in specific areas. During conferences, parents and teachers review these progress reports and assessment data. After grade five, the conferences are led by the students in the spring. Parents/guardians who volunteer in the classroom have a chance to directly experience their children's education and we believe that the more directly involved parents are in their children's education, the more students will become engaged learners.

Specialized Programs and Staff

We contract part-time teacher support specialists using PTO money. This included a PE teacher for grade k through fifth and a chorus teacher once a week for grades kinder through 3rd. In addition, the district provided a daily band program for grades six through eight and this year, a half of a year of music for fourth and fifth grades and a fully credentialed PE teacher for all grades 6th - 8th. In addition, parent volunteers support the K - 3 psycho-motor program, art program and technology program.

Special Education Program

We have one full-time resource specialist, a part-time speech teacher, a part-time psychologist, and three full-time aides. We also have access to a part-time occupational therapist and behavior services as needed. In addition, we have a district Special Day Class. Many of the SDC students are mainstreamed for part of the day, interact as buddies, or take electives in the educational program. Special education students are included as much as possible into the daily education at Ocean Shore. All resource and speech students are pulled out of their classrooms for support services anywhere from 30 to 200 minutes per week. When possible, the resource teacher 'pushes in' to classes. All special education students have access to common core and supplemental activities at school and are fully integrated into various programs. In addition, in 2014 - 2015 we had a full time school psychologist who performed duties as both a school psych and a school counselor and a four-hour per week intern through YSB, a local counseling program.

English Learner Program

We now have approximately 6% EL students at Ocean Shore. We began small reading intervention groups for students who are EL designated (K - 4th grades). These students are served twice a week for half an hour sessions to help work on their language and reading skills. We place all English Learners in a classroom with a teacher who has Cross-cultural Language and Academic Development (CLAD) credentials.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	47	48	46	48	46	48	97.9	100
Grade 4	48	47	48	47	48	47	100.0	100
Grade 5	49	49	49	48	49	48	100.0	98
Grade 6	46	49	44	47	44	47	95.7	95.9
Grade 7	44	53	43	46	43	46	97.7	86.8
Grade 8	34	45	32	43	32	43	94.1	95.6
All Grades	268	291	262	279	262	279	97.8	95.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2425.7	2449.6	22	35	30	19	22	33	26	13
Grade 4	2508.6	2481.1	44	28	33	23	6	26	17	23
Grade 5	2554.4	2543.4	39	29	37	50	16	10	8	10
Grade 6	2522.7	2575.7	9	36	39	40	39	9	14	15
Grade 7	2609.3	2567.8	30	15	51	48	9	28	9	9
Grade 8	2615.8	2634.1	31	33	47	47	9	19	13	2
All Grades	N/A	N/A	29	29	39	38	17	21	15	12

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	40	46	40	26	21
Grade 4	42	28	42	47	17	26
Grade 5	47	35	43	58	10	6
Grade 6	14	36	57	40	27	23
Grade 7	35	22	58	65	7	13
Grade 8	44	53	44	40	13	7
All Grades	34	35	48	48	17	16

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	15	29	48	48	28	23
Grade 4	38	36	52	40	10	23
Grade 5	33	38	57	52	10	10
Grade 6	11	51	66	34	20	15
Grade 7	44	35	47	48	9	17
Grade 8	44	53	41	40	16	7
All Grades	30	40	52	44	16	16

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	28	23	57	75	11	2
Grade 4	27	23	60	64	13	13
Grade 5	35	27	63	63	2	10
Grade 6	16	21	77	70	5	9
Grade 7	28	17	67	78	5	4
Grade 8	28	30	66	70	6	0
All Grades	27	24	65	70	7	6

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	38	59	52	9	10
Grade 4	33	28	50	53	17	19
Grade 5	53	35	39	58	8	6
Grade 6	25	51	66	45	7	4
Grade 7	44	33	53	59	2	9
Grade 8	41	35	47	60	13	5
All Grades	36	37	52	54	9	9

Conclusions based on this data:

1. 67% of OSS Students Met or Exceeded Standard (57% PSD):
2. 83% Reading, 84% Writing, 94% Listening / Communication, 91% Research: At, Near or Above Standard:

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	47	48	46	48	46	48	97.9	100
Grade 4	48	47	48	47	48	47	100.0	100
Grade 5	49	49	49	48	49	48	100.0	98
Grade 6	46	49	44	47	44	47	95.7	95.9
Grade 7	44	53	43	47	43	47	97.7	88.7
Grade 8	34	45	30	43	29	43	88.2	95.6
All Grades	268	291	260	280	259	280	97.0	96.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2432.7	2454.3	24	21	24	46	26	25	26	8
Grade 4	2500.2	2490.0	29	30	31	26	27	23	13	21
Grade 5	2540.1	2526.9	24	31	33	19	33	35	10	15
Grade 6	2515.4	2557.0	14	34	20	21	39	28	27	17
Grade 7	2602.9	2557.0	37	19	37	30	16	34	9	17
Grade 8	2596.0	2616.5	40	37	17	35	17	16	23	12
All Grades	N/A	N/A	27	29	28	29	27	27	18	15

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	26	38	33	48	37	15
Grade 4	38	38	38	28	25	34
Grade 5	22	29	55	42	22	29
Grade 6	20	38	39	34	41	28
Grade 7	44	23	42	47	14	30
Grade 8	45	51	31	35	24	14
All Grades	32	36	40	39	27	25

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	30	46	46	42	22	13
Grade 4	33	36	50	36	17	28
Grade 5	43	35	45	38	12	27
Grade 6	14	36	52	47	34	17
Grade 7	44	23	44	60	12	17
Grade 8	31	42	59	49	10	9
All Grades	33	36	49	45	18	19

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	39	38	39	54	17	8
Grade 4	35	30	46	45	19	26
Grade 5	31	23	57	60	12	17
Grade 6	14	38	59	43	27	19
Grade 7	51	21	44	60	5	19
Grade 8	38	37	41	53	21	9
All Grades	34	31	48	53	17	16

Conclusions based on this data:

1. 58% of OSS Students Met or Exceeded Standard (49% PSD):
2. 75% Concepts and Procedures, 81% Problem Solving, Modeling and Data Analysis, 84% Communicating Reasoning: At, Near or Above Standard

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	0		***	0			0			0			0		
1	***	50	20	***	50	60	***		20	***			***		
2	***		20	***	***	20	***	***	40	***		20	***	***	
3	40			20	***	25	20	***	75	20			0		
4	***	50		***	17	***	***	33	***	***			***		
5	***		33	***		33	***		17	***			***		17
6	***	***		***			***	***	***	***			***		***
7	0			0		***	0			0			0	***	
8	***			***			***		***	***			***		
Total	37	33	17	21	28	34	21	28	38	11		3	11	11	7

Conclusions based on this data:

1. See "findings" under each goal.
2. Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	18			45	33		27	50		9				17	
1	***	50			50		***								
2					***		***	***		***				***	
3	40			20	***		20	***		20					
4	***	50		***	17			33							
5	***			***				***							
6	50	***						***					50		
7								***						***	
8					***		***						***		
Total	29	22		29	30		23	37		10			10	11	

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	19	18	29
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	19	18	29
Number Met	--	12	16
Percent Met	--	66.7%	55.2%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	15	8	18	4	25	9
Number Met	--	--	10	--	9	--
Percent Met	--	--	55.6%	--	36.0%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Ocean Shore did not meet it's growth target in 2015-16. Our EL population increased from 18 to 29, indicating significant growth in the number of students we serve and therefore the need to heighten our focus on this population. School Improvement Goal #1 includes actions intended to provide this additional focus and support.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	264	224	251
Percent with Prior Year Data	100.0		100
Number in Cohort	264	224	251
Number Met	162	148	172
Percent Met	61.4	66.1	68.5
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	204	97	188	88	194	107
Number Met	66	63	74	55	68	74
Percent Met	32.4	64.9	39.4	62.5	35.1	69.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The Pacifica School District as a whole met it's EL growth goal while Ocean Shore School did not. Ocean Shore's relatively small EL population indicates and opportunity to provide targeted support as noted in School Improvement Goal #1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: ELA
LEA GOAL:
Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas – English language arts/English language development, math, science, social science, physical education, and health. (Pupil Outcomes)
SCHOOL GOAL #1:
Ocean Shore School will provide additional resources and support for all students, while focusing on English Language Learners and Socio-Economically Disadvantaged students' needs, in order to move five students at each grade level (approx 10%) from "below standard" to "at or near standard" in ELA as measured by the CAASPP.
Data Used to Form this Goal:
CAASPP Assessments
Findings from the Analysis of this Data:
Percentage of OSS population in grades 3 - 8 who are below standard in the following areas: 16% Reading, 16% Writing, 6% Listening / Communication, 9% Research
How the School will Evaluate the Progress of this Goal:
DRA Reading Assessments TC Reading and Writing Assessments CAASPP Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Full balanced literacy model: Including leveled reading program, reading workshop, aligned writing workshop and release time for teachers to do assessments such as	9/16 - 6/17	OSS Teachers, Principal, Humanities Coaches	Sub to cover or paying teachers after school to work on curriculum development.	1000-1999: Certificated Personnel Salaries	General Fund	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
DRA and Records of Reading, etc. Time for staff to work one on one with students in order to assess and plan for further implementation for individuals.						
1.2 Completion of at least three writing TC Writing Workshop assessments. All assessed with TC rubric through calibration and collaboration model.	9/16 - 6/17	OSS Teachers, Humanities Coaches				
1.3 Ongoing communication between special education staff on site and teachers to support the differentiated needs of all students in their reading, writing and communication skills. Opportunities for students to practice communication through social skills groups and friendship clubs.	9/16 - 6/17	OSS Teachers, Special Education Staff and OSS Principal, OSS Counseling Services				
1.4 Use of Illuminate to monitor student progress in ELA and to review intervention systems that are in place.	9/16 - 6/17	OSS Principal and OSS Vice Principal				
1.5 Ordering scholastic news for Kindergarten through 5th grades so as to improve non-fiction high-interest reading and talking points for social studies and science.	9/16 - 6/17	K-5 teachers		4000-4999: Books And Supplies	LCFF - Base	1500

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Math
LEA GOAL:
Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas – English language arts/English language development, math, science, social science, physical education, and health. (Pupil Outcomes)
SCHOOL GOAL #2:
Ocean Shore School will provide additional resources and support for all students in to move five students at each grade level (approx 10%) from "below standard" to "at or near standard" in Math as measured by the CAASPP.
Data Used to Form this Goal:
CAASPP Results
Findings from the Analysis of this Data:
Percentage of OSS population in grades 3 - 8 who are below standard in the following areas: 25% in Concepts and Procedures, 19% in Problem Solving, Modeling, Data and Analysis, 16% Communicating Reasoning
How the School will Evaluate the Progress of this Goal:
District Math Benchmark results CAASPP Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Hiring of para-educator for 7th and 8th grade combination math classes in order to be able to serve the diverse mathematical needs of all levels of 7th and 8th grade students, with a focus on EL and SED students achieving below standard.	9/16 - 6/17	OSS Principal		2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF - Base LCFF - Supplemental	5000 8000
2.2 Implementation of intervention	9/16 - 6/17	Principal, Staff and				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
services for students not meeting goals. Intervention services include math tutoring session by a variety of teachers before or after school. In addition, there is a math elective (with math teacher) two days a week for students in 7th and 8th grade who need extra help in math.		Volunteers				
2.3 Collaboration, use and analysis of district aligned math benchmarks throughout school year at each grade level. Staff will review benchmark data at specific meetings during the year and use the data to inform instruction.	9/16 - 6/17	All teachers, District Math Coach				
2.5 Continuation and implementation of integrated math curriculum and instruction through the use of ST Math, enrichment apps and newly adopted math programs such as Bridges.	9/16 - 6/17	K - 8 Teachers and Math Lead and Math Coach				
2.6 Increase in funding 6th grade teacher in order to stabilize Ocean Shore enrollment and allow for two teachers to each teach two subjects. 6th grade math teacher in process of full implementation of College Prep Math for all 48 6th grade students.	9/16 - 6/17	6th Grade Teacher		1000-1999: Certificated Personnel Salaries	LCFF - Base	14000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Student Engagement
LEA GOAL:
Goal 3: Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities. (Engagement)
SCHOOL GOAL #3:
Students will benefit from an engaging and broad course of study, including STEM programs, performing arts, the implementation of Next Generation Science Standards, field trips and theme days, in a school setting that is physically and emotionally safe.
Data Used to Form this Goal:
Standards, Physical Fitness Testing, California Healthy Kids Survey, OSS PTO Parent Survey, Parental Input, Teacher Input
Findings from the Analysis of this Data:
Findings include a need to work toward better physical fitness for all students, a desire for STEM opportunities, a staff need for alignment of Next Generation Science Standards, a continued implementation of a K - 8 performing arts program and further investigation into teaching languages. Additionally, OSS will benefit from the establishment of a school-wide Social and Emotional Learning practice.
How the School will Evaluate the Progress of this Goal:
Physical Fitness Tests, School Climate Surveys , OSS PTO Meetings and Surveys, Academic Program Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Continuation of psycho-motor program for kindergarten through third grade to help develop motor skills.	9/16 - 6/17	Parent volunteers			Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 PE Instruction for K-5, with increased focus on health and well being.	9/16 - 6/17	.Part Time Teacher	.29 Teacher	1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	27800
3.3 Continuation of 6th through 8th grade physical education teacher with increased focus on health and well-being.	9/16 - 6/17	Part Time Teacher	.4 Teacher	1000-1999: Certificated Personnel Salaries	District Funded	
3.4 Continuation of Increased staffing for supervision at recesses and Playworks cooperative, non-competitive games.	9/16 - 6/17	3 Part Time Classified Employees		2000-2999: Classified Personnel Salaries	LCFF - Base	18000
3.5 Implement Next Generation Science Standards in the 6th grade.	9/16 - 6/17	Principal, Vice Principal, Teachers				
3.6 Continuation of events such as pods, Diversity Day and Ability Awareness Day, as well as Earth Week, Jump Rope for Heart, Junior Olympics, and other programs that teach acceptance and understanding, overall health, well being and mindful living.	9/16 - 6/17	Principal, Staff and Teachers and PTO	School Assembly Budget	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1300
			MOSAIC	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3000
3.7 Investigate the viability of introducing Maker Spaces into the K-8 programs. Maker Spaces expand opportunities for STEM education and support the implementation of NGSS.	9/16 - 6/17	Principal, Teachers, PTO	Substitute expenses, materials	4000-4999: Books And Supplies	LCFF - Base	1500
3.8 STEM Opportunities: Tech Team, Two Robotics Teams, Coding Opportunities, World Math Day, After School Enrichment Tech classes, Math Club, Garden Team	9/16 - 6/17	Principal, Teachers and Parent Volunteers	Miscellaneous			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.9 Tech Lead and Science Materials Lead: Stipend positions to help manage all school technology and to help manage the science lab and orient teachers and parents to what is available in the science lab.	9/16 - 6/17	Principal and PTO	Stipend Tech Lead	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3000
			Stipend Science Materials Lead	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1500
3.10 Train 6 teachers or staff, one each in K -5, in Social and Emotional Learning practices in order to better facilitate a positive school climate and reduces suspensions and bullying.	9/16 - 6/17	Vice Principal, Teachers		None Specified	LCFF - Base	4000
3.11 Continuation of K - 3 music instruction for students.	9/16 - 6/17	Music Teacher, PTO and Teachers	Weekly basic instrumental choral music for students and performances.	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5000
3.12 Continue music program for 4th and 5th graders with introduction to note reading, use of basic instruments, initial music theory and choral music opportunities	9/16 - 6/17	Part Time Music Teacher for three classes	Weekly music instruction. (PEF Provided)	1000-1999: Certificated Personnel Salaries	Foundation	
3.13 Continuation of mandatory band at 6th grade and elective advanced band at 7th and 8th grade with opportunities to join the IBL Marching Band.	9/16 - 6/17	Part Time Music Teacher for two sections.	Daily music instruction	1000-1999: Certificated Personnel Salaries	District Funded	
3.14 Alignment of field trips and other school enrichment opportunities to the common core standards and NGSS. Each teacher to align one field trip as a step toward full alignment.	9/16 - 6/17	Principal, ILT, Teachers				
3.15 Develop a student climate	9/16 - 6/17	Principal, Vice				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
survey to be used every other year (off years from CHKS) in order to inform decision making around social and emotional learning needs and activities.		Principal, ILT				

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	14,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	23,000.00
4000-4999: Books And Supplies	LCFF - Base	3,000.00
None Specified	LCFF - Base	4,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	8,000.00
	Parent Teacher Association/Parent Faculty	250.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty	27,800.00
5800: Professional/Consulting Services And	Parent Teacher Association/Parent Faculty	9,300.00
None Specified	Parent Teacher Association/Parent Faculty	4,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
General Fund	4,000.00
LCFF - Base	44,000.00
LCFF - Supplemental	8,000.00
Parent Teacher Association/Parent Faculty Club	41,850.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	45,800.00
2000-2999: Classified Personnel Salaries	31,000.00
4000-4999: Books And Supplies	3,000.00
5800: Professional/Consulting Services And Operating	9,300.00
None Specified	8,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,500.00
Goal 2	27,000.00
Goal 3	65,350.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Joseph Funk	X				
Patricia Buddington			X		
Renee Caughman		X			
Katy Stearns		X			
Karen Gnusti				X	
Cristin Fong				X	
Patricia Balmas-Garcia				X	
Kimberly Jones				X	
Jonelle Chase				X	
Numbers of members of each category:	**1**	**3**	**1**	**4**	**1**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): School Instructional Leadership Team	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on October 13, 2016.

Attested:

Joseph Funk		
Typed Name of School Principal	Signature of School Principal	Date
Patricia Balmas-Garcia		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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	English Learner Advisory Committee	Signature
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	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
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Attested:

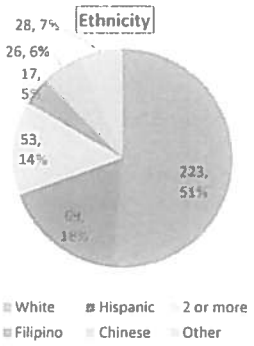
Joseph Funk Typed Name of School Principal	Signature of School Principal	10/24/16 Date
Patricia Balmas-Garcia Typed Name of SSC Chairperson	Signature of SSC Chairperson	10/20/16 Date

2016 Ocean Shore School

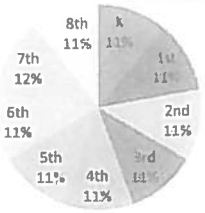
Data Summary

2015-2016 Ocean Shore School Enrollment Demographics

434 students

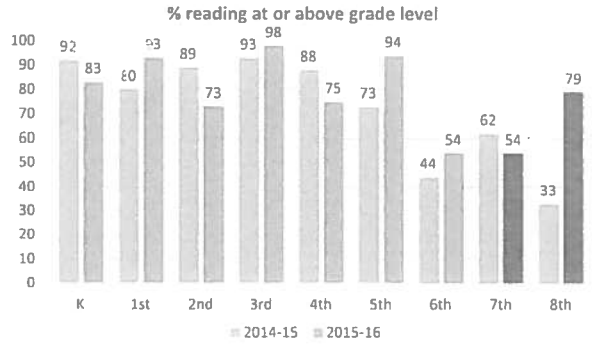


Grade Level Distribution

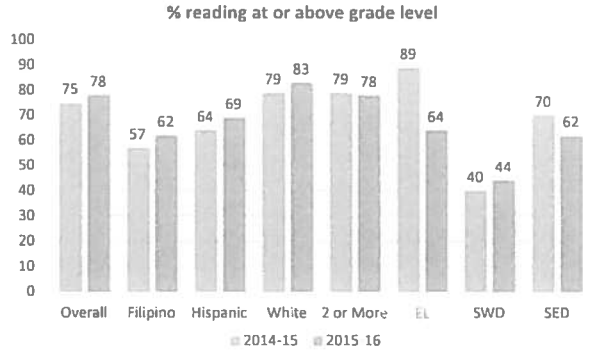


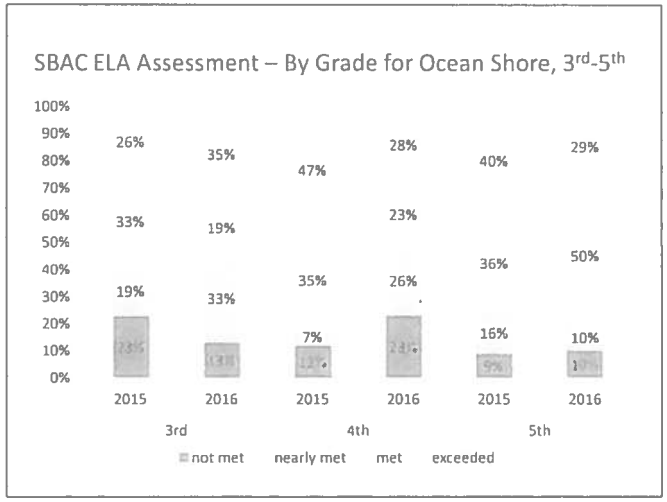
	#	Pop
Socio Economically Disadvantaged	53	12.2%
English Learners	30	6.9%
Redesignated Fully English Proficient	9	2.1%
Students with Disabilities	40	9.2%

DRA2 Reading Assessment – By Grade for Ocean Shore



Reading Assessment – By Demographic for Ocean Shore K-8




SBAC ELA Assessment – By Grade for Ocean Shore, 3rd-5th
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
26%
35%
47%
28%
40%
29%
33%
19%
23%
36%
50%
19%
33%
35%
26%
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16%
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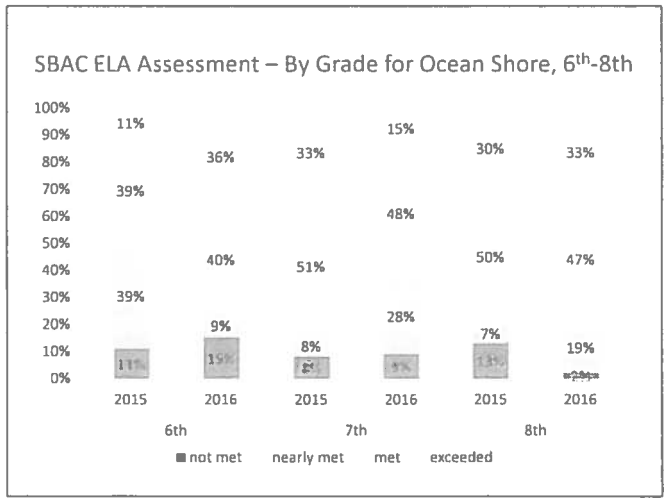
2015
2016
2015
2016
2015
2016
3rd
4th
5th
not met
nearly met
met
exceeded


SBAC ELA Assessment – By Grade for Ocean Shore, 6th-8th
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
11%
36%
33%
15%
30%
33%
39%
48%
39%
40%
51%
50%
47%
9%
8%
28%
7%
19%
2015
2016
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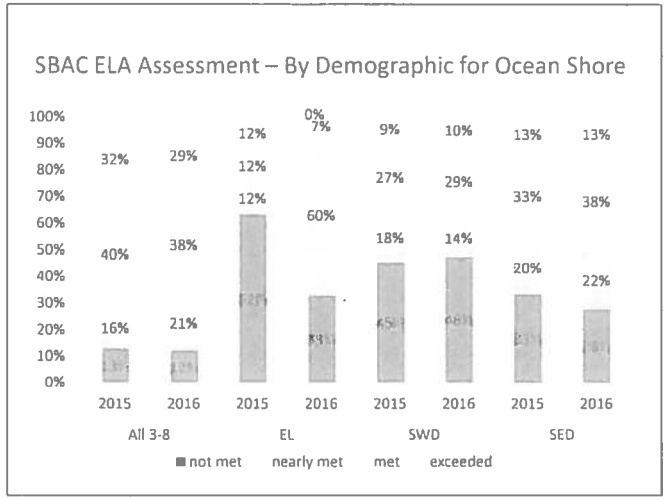
2016
2015
2016
6th
7th
8th
not met
nearly met
met
exceeded


SBAC ELA Assessment – By Demographic for Ocean Shore
100%
90%
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32%
29%
12%
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9%
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16%
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60%
18%
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SWD
SED
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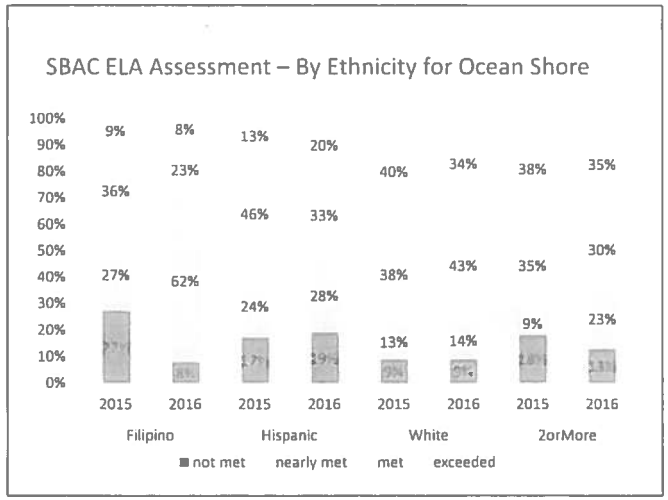
nearly met
met
exceeded


SBAC ELA Assessment – By Ethnicity for Ocean Shore
100%
90%
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9%
8%
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34%
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36%
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46%
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27%
62%
24%
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38%
43%
35%
30%
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2015
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Filipino
Hispanic
White
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nearly met
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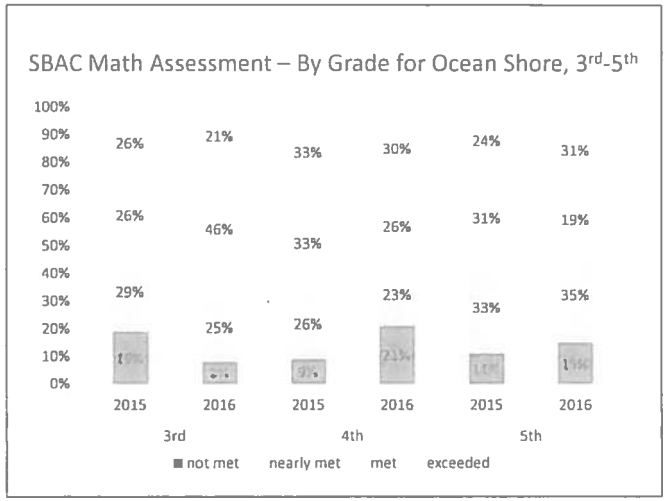
exceeded


SBAC Math Assessment – By Grade for Ocean Shore, 3rd-5th
100%
90%
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70%
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26%
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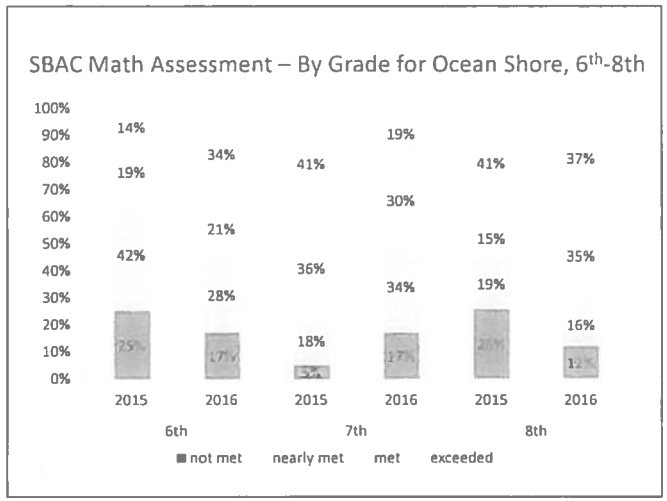
exceeded


SBAC Math Assessment – By Grade for Ocean Shore, 6th-8th
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
14%
34%
41%
19%
41%
37%
19%
42%
21%
30%
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6th
7th
8th
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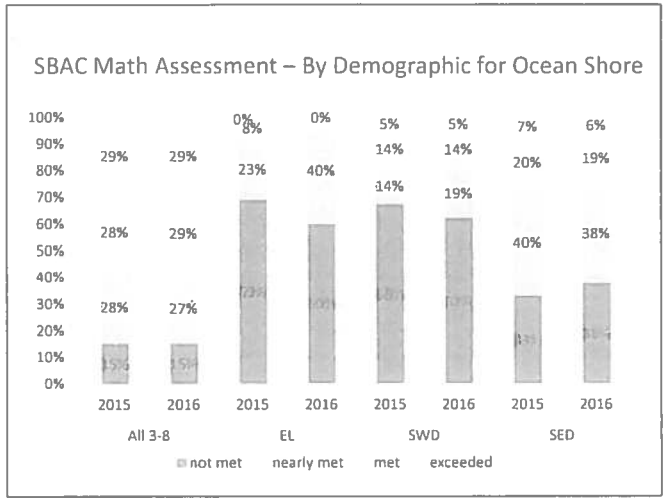
nearly met
met
exceeded


SBAC Math Assessment – By Demographic for Ocean Shore
100%
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29%
28%
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28%
27%
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6%
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38%
2015
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All 3-8
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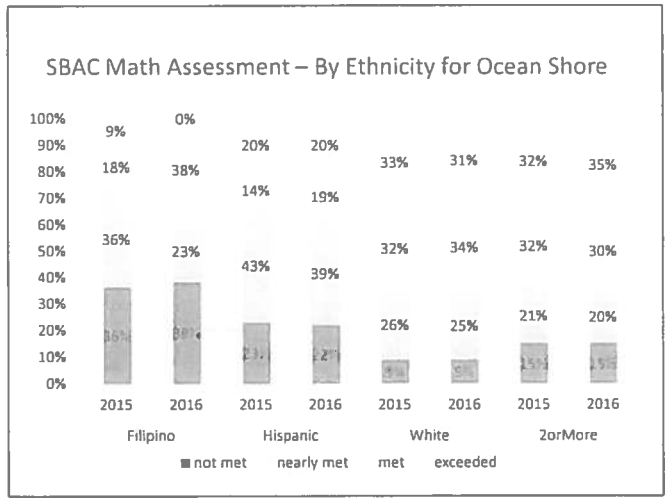
exceeded


SBAC Math Assessment – By Ethnicity for Ocean Shore
100%
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18%
36%
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38%
23%
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34%
26%
25%
32%
35%
32%
30%
21%
20%
2015
2016
2015
2016
2015
2016
2015
2016
Filipino
Hispanic
White
2orMore
not met
nearly met
met
exceeded

PACIFICA SCHOOL DISTRICT

Pacifica School District

Preliminary 2016-2017 Site Allocations

Ocean Shore

*Enrollment ** **435** **CALPADS 2015-16*

Underrepresented **75**

Resource/mgmt Code	Description	2015-2016 Carryover	2016-17 Alloc.	TOTAL
0000/0101	General Fund	$ (1,389)	$ 20,445	$ 19,056
0342	SPSA Base Funding	$ -	$ 47,850	$ 47,850
0000/0341	SPSA -Supplemental Funds		$ 8,250	$ 8,250
9010/0131	Mini Grant Account	0		$ -
6690/361	TUPE		$ 300	$ 300
				$ 75,456

Allocation Formulas:

General Fund allocation = $45 + 5% = $47/student (Examples: Xerox paper, pencils, crayons, writing journals, printing, food)

SPSA Allocation $105 + 5% = $110/student (Includes book replacement)

Supplemental $105 + 5% = $110/Unduplicated Count----Underrepresented

2015-16 Board approved 5% annual increase for Site Funding.

2016-17 - SPSA Base of $9000 (School Safety Climate) was added to the school assistant staffing ratios

Staffing ratios were increased by 2 hours per site