

Ocean View Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Ocean View Elementary School
Street	1000 Jackson
City, State, Zip	Albany CA 94706
Phone Number	510.558.4800
Principal	Terry Georgeson
E-mail Address	tgeorgeson@ausdk12.org
Web Site	http://ov.ausdk12.org/
CDS Code	01-61127-6090161

District Contact Information	
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	http://www.ausdk12.org

School Description and Mission Statement (School Year 2018-19)

Albany's schools are the focal point of its community. Families choose to locate here because of the schools. Ocean View Elementary School is a unique school with a community, rich in economic, ethnic and racial diversity. Our teachers and staff work to support our commitment to high expectations through a dynamic blend of collaboration, professionalism and a dedication to a rigorous, common core standards-based curriculum.

Ocean View School is one of three elementary schools serving the Albany community. Ocean View guides approximately 530 Kindergarten to Fifth grade students from early childhood to early adolescence. The Ocean View parent community is largely college-educated, economically diverse, and socially active. There is no single majority racial-ethnic group in Albany. We have approximately 41% white, 42% Asian-Pacific Islander, 7% African American and of these racial-ethnic groups, 20% also identify as Hispanic or Latino. 40% of Ocean View students are identified as having a language other than English at home. This offers our students and community with a rich multi-cultural foundation on which to build a deep appreciation for our diversity. 30% of Ocean View students participate in the Federal Free or Reduced Lunch Program.

During the 2018-2019 school year we accommodate 22 general education classrooms, one self-contained classroom (SDC), two reading labs, a library media center, and a large multi purpose room featuring a stage used for theater and performances. Adjacent to our school is the Ocean View City Park that offers our students access to a large field and baseball diamond for play during lunch and the school day. The general education classrooms have an average student to teacher ratio of 24: 1 in Kindergarten through 3rd grade and 26:1 for 4-5th grade. Additionally, we have single subject teachers in the subjects of Physical Education, Music, Science and Media/Library. Ocean View Elementary has a support staff composed of 1.4 FTE Intervention Specialists, 2.2 FTE English Language Learners Specialist Teachers, 1.0 FTE Speech and Language Specialist, a part-time Psychologist, 1.0 FTE Resource Teacher, .4 FTE Occupational Therapist, and three part-time counseling interns. Each classroom is equipped with student laptops, iPads with online technologies, and a amplification system providing voice and language enhancement with all instruction.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	150
Grade 1	89
Grade 2	63
Grade 3	69
Grade 4	100
Grade 5	103
Total Enrollment	574

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.0
Asian	29.6
Filipino	1.6
Hispanic or Latino	18.6
Native Hawaiian or Pacific Islander	0.0
White	19.3
Socioeconomically Disadvantaged	32.2
English Learners	30.3
Students with Disabilities	7.1
Foster Youth	0.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	39	36	41	219
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study in Writing, Lucy Calkins, et al. Units of Study in Reading, Lucy Calkins et al.	No	0.0%
Mathematics	K-3rd Grade: Investigations in Number, Data and Space (Pearson) 4th-5th Grade: Math Expressions, Common Core (Houghton Mifflin)	No	0.0%
Science	Full Option Science System (Delta)	No	0.0%
History-Social Science	K-1st: History Social Science (Houghton Mifflin) 2nd-5th Grade: Reflections: California Series (Harcourt)	No	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

A Facilities Master Plan was approved in 2014. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. In general, our district needs to prepare for anticipated growth in enrollment and the addition and/or replacement of existing facilities. Over the coming year, we will determine when to schedule the Ocean View Elementary School Project and how to address temporarily housing students off campus. The safety of students and staff is a primary concern at Ocean View Elementary School. The school site safety plan is updated annually. The key element of the school site safety plan encompasses student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis. To ensure student safety, staff members supervise students at all times during the school day beginning at 8:15 a.m. and during recess and lunch. Any visitors to the campus are required to check in at the school's office.

The school was built in 1975 and modernized in 2000. There are 27 classrooms, a multipurpose room/stage, a library multimedia center, special day class and resource specialist program classrooms, two English language development (ELD) classrooms and a counseling office. We are located near Ocean View Park. With the cooperation of the City of Albany, Ocean View Park offers students many opportunities for play and various field games. District maintenance staff ensures the repairs necessary to keep the school in good repair, and other work orders, are completed in a timely manner. A workorder process is used to ensure efficient service and the highest priority to emergency repairs. We have two custodians: one lead day custodian and one night custodian Monday through Friday. The principal works with custodial staff members to ensure the cleaning of the school is maintained to provide a clean and safe school

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	The roof has experienced severe leaking in recent years. Maintenance work orders have been created and this is a top priority to patch leaks until a comprehensive solution can be developed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2017	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	73.0	71.0	79.0	76.0	48.0	50.0
Mathematics (grades 3-8 and 11)	68.0	69.0	73.0	70.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	276	258	93.48	70.54
Male	135	130	96.30	66.15
Female	141	128	90.78	75.00
Black or African American	--	--	--	--
Asian	95	83	87.37	79.52
Filipino	--	--	--	--
Hispanic or Latino	50	50	100.00	58.00
White	66	65	98.48	80.00
Two or More Races	42	39	92.86	69.23
Socioeconomically Disadvantaged	98	91	92.86	56.04
English Learners	106	92	86.79	68.48
Students with Disabilities	22	21	95.45	19.05

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	276	267	96.74	68.54
Male	135	133	98.52	69.17
Female	141	134	95.04	67.91
Black or African American	--	--	--	--
Asian	95	91	95.79	81.32
Filipino	--	--	--	--
Hispanic or Latino	50	50	100	48
White	66	66	100	78.79
Two or More Races	42	39	92.86	61.54
Socioeconomically Disadvantaged	98	95	96.94	57.89
English Learners	106	101	95.28	71.29
Students with Disabilities	22	21	95.45	9.52

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.9	27.7	56.4

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.

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 2018-19)

We value and enjoy a growing level of parent and community involvement at Ocean View School. This partnership between the school and Ocean View families, allows us to effectively support our students, staff, and instructional programs. Parents can participate in any of the following parent organizations: English Learner Advisory Committee (ELAC), the Ocean View PTA, and volunteering in classrooms, field trips and lunch time supervision. The Ocean View PTA organizes parent education nights, community events and are instrumental in helping build a strong parent-teacher community. Our school community benefits greatly from the support and assistance provided by our community volunteers. Please contact the school at 558-4800 for information about how to get involved.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.3	0.8	1.3	1.6	3.1	2.1	3.7	3.7	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 2018-19)

In May 2018, the AUSD Governing Board approved an independent contractor agreement with Safe Havens International to develop district and site emergency preparedness and mitigation plans. Staff from Safe Havens International have conducted meetings with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. Safe Havens International will use the information gathered to customize AUSD's safety plans. The final emergency plans will be delivered to AUSD by the end of the 2018 calendar year. This will allow ample time for school site councils and/or school safety planning committees to review the plans prior to their presentation to the AUSD Governing Board for review, discussion, and potential approval in March 2019.

During the safety plan development process, the following school site safety plans are also in place:

Safety is a priority at Ocean View Elementary School. The social-emotional learner in all students is a priority at Ocean View and as part of our district's K-8 program, where we embrace a school-wide behavior program called BEST. The BEST team is a team of dedicated teachers who lead our staff with determining what behavioral expectations around the school and in classrooms we will target throughout the school year. Our three core ideas are: Be Safe, Be Responsible and Be Respectful. Classroom and schoolwide incentives are tied to each of the "3 B's." In addition, Ocean View teachers integrate the anti-bullying curriculum Second Step and Welcoming Schools. Through this curriculum, our students learn about empathy, speaking up for one's self and the value of focused attention. Finally, we offer Ocean View students in grades 3-5 leadership opportunities to be a conflict manager for fellow students on the playground. Learning to lead by helping others is what conflict management is all about.

Practice drills for fire, earthquakes and emergencies are held with the staff and students. Emergency kits are in classrooms, and additional emergency supplies are stored on-site. The key elements of the school's current safety plan are as follows:

Part I: Emergency Organization and Management Responsibilities of Albany Unified School District site personnel, instructional staff, site coordinator and Emergency Response Team (ERT) committee, Concept of Emergency Functions, including a summary of planned response, Site ERT notification, communications, evacuation, damage survey, student release and site closure, shelter, crisis incident stress debriefing, after-event critique, and after-action report.

Part II:

Emergency Procedures

Building evacuation

Fire Chemical accident

Earthquake

Air pollution

Explosion or aircraft crash

Bomb threat

Suspicious individuals

Medical/first aid

Terrorist situation.

Part III: Emergency Forms/Checklists

Sample parent letter Hazard-identification checklist

Recommended emergency supplies

Guidelines for preparing a buddy/teacher list

Sample emergency information sheet

Sample student district notice of first-aid care

Sample site status report

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	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	4	3		21		6		21	1	6	
1	20	2	2		21	1	2		22		4	
2	24		5		22		3		21		3	
3	22		5		21	3	2		23		3	
4	25		4		26		4		25		4	
5	25		4		26		4		26		4	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.5	N/A
Social Worker	0.2	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	5.7	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8624	\$2283	\$6341	\$67122
District	N/A	N/A	\$7153	\$72,154
Percent Difference: School Site and District	N/A	N/A	-12.0	-7.2
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-11.6	-6.2

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 2017-18)

During the 2017-2018 school year, the following support services were provided:

- Title I dollars were allocated to staff English Language Development teachers.
- Supplemental funds allocated through the Local Control Funding Formula were allocated to intervention specialists (reading and mathematics), intervention teacher hourly, and materials and supplies.
- SchoolCARE, a community fundraising group, allocated dollars to staff a library technician, provide additional noontime supervision, support mathematics intervention, and support the District's in-school enrichment program.
- Common Core Implementation Funds were allocated to staff a Teacher on Special Assignment.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,326	\$45,681
Mid-Range Teacher Salary	\$68,927	\$70,601
Highest Teacher Salary	\$92,910	\$89,337
Average Principal Salary (Elementary)	\$136,524	\$110,053
Average Principal Salary (Middle)	\$141,656	\$115,224
Average Principal Salary (High)	\$151,534	\$124,876
Superintendent Salary	\$212,198	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Ocean View staff development is aligned to district goals: We will provide comprehensive educational experiences with expanded opportunities for demonstrating and assessing student growth.

We will identify individual, social, emotional, and academic needs and apply collaborative appropriate interventions. We will enhance the leadership capacity at the site, district, and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

Our teachers are offered three district-wide professional development days each school year. In addition, meetings are held each Wednesday afternoon; these meetings offer teachers the opportunity to collaborate regarding curriculum, instruction and assessments. In addition, site leadership teachers meet twice monthly as a standing committee and decision-making group that leads in the effort to improve instructional practices and student learning with an explicit focus on narrowing the achievement gap. This Instructional leadership team participates in the planning and execution of each staff meeting. Ocean View teachers also work closely with Cornell and Marin schools to align our instruction throughout the district. We are committed to the ongoing collaboration to always improve our instructional practices of California Common Core State Standards and better prepare students for the Smarter Balanced Assessments.