



Ocean View Elementary School

1208 Linda Dr. • Arroyo Grande, CA 93420 • (805) 474-3730 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Lucia Mar Unified School District

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District Governing Board

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Principal's Message

Opened in 1962, Ocean View School is located on a hilltop in a residential neighborhood, with a serene view of the Oceano Dunes and the Pacific Ocean. Single-family homes dominate the housing area surrounding the school site. Adjacent to the playground is a steep hill with a view of the Coastal Range. Students within our boundaries include those in the quaint Village of Arroyo Grande, the Rancho Grande Housing Development, and developments surrounding Paulding Middle School. The facilities include a large library, two computer labs, twenty-six classrooms, a multi-purpose room, and an outside picnic area. A large field and lower-level basketball court/handball area provide students an expansive play area. The cinder-block main buildings are equipped with a window wall and sliding doors that lead to colorful classroom gardens maintained by students and parent volunteers.

The school serves 632 students and a community where parent expectations are high. Parents are consistently involved in the education of their children. Staff and parental support for our school and students is exceptional. An active Parent Teacher Association (PTO) supports the school through fundraising events that are critical components in funding student field trips, instructional, and incentive programs. Annual cultural events support tradition and embrace the community. The Ocean View School Site Council also gives parents the opportunity to participate in decision-making on campus. PTO and School Site Council provide expanded learning opportunities for all students, such as: cultural assemblies, family educational nights, field trips, classroom presenters, busing, and the Reading Counts Program. Our volunteers work in classrooms, work on PTO and School Site Council Boards, help with school beautification, act as room parents. More than 200 parents and community member volunteers log approximately 5,000 hours per year. The student handbook, optional parent surveys, PTO meetings, School Site Council meetings, classroom newsletters, and the Ocean View website and Facebook page are tools used to inform parents and community groups of current events.

Ocean View serves all of its students in a positive learning environment. State test scores are above the state average with a consistent API ranking of 9 (2012). Common Core Standards and Next Generation Science Standards are taught through unique and creative units utilizing Project Based Learning embedding S.T.E.A.M. and Thinking Maps.

Special programs such as Gifted and Talented identification, Bully Prevention, resource services, speech, before/after school tutoring, Services Affirming Family Empowerment System of Care, Project Wisdom, 4th/5th Music, 6th grade band, and an accelerated math class are some of the avenues utilized to meet student needs. Students are challenged to achieve and excel in various activities throughout the year. Activities at Ocean View include GATE, PTO's Art in Motion, Destination ImagiNation Teams, Robotics, community service club contests, art/dance/coding classes, yearly talent show, and additional enrichment programs. The City of Arroyo Grande provides on campus before and after-school care for Ocean View Students. Partnerships between the school and community are strong. Cal Poly State University, Allan Hancock College, PG&E, Learning Among the Oaks (LATO), San Luis Obispo Land Conservancy, One Cool Earth, and ECOSLO all enhance the educational experience for our students. In addition, Ocean View has the support of many area businesses.

Ocean View Elementary celebrated its 50th Year Anniversary in December 2012.

Ocean View Elementary School Vision

Leaders in STEAM Education.

Ocean View Elementary School Mission Statement

We empower students to become productive global citizens who exemplify compassion, perseverance, and innovation.

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	79
Grade 1	93
Grade 2	89
Grade 3	88
Grade 4	93
Grade 5	95
Grade 6	90
Total Enrollment	627

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	2.9
Filipino	1.8
Hispanic or Latino	13.4
Native Hawaiian or Pacific Islander	0.3
White	75.1
Two or More Races	5.3
Socioeconomically Disadvantaged	19
English Learners	2.6
Students with Disabilities	13.4
Foster Youth	0.6

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			
Ocean View Elementary School	15-16	16-17	17-18
With Full Credential	30	30	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lucia Mar Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	523
Without Full Credential	◆	◆	18
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ocean View Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Lucia Mar Unified School District held a public hearing Sept. 19, 2017, and determined each school within the District has sufficient and good-quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English Learners, are given their own individual Standard aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Lucia Mar Unified School District follows the State’s seven-year adoption cycle. Auxiliary materials, such as math manipulatives, trade books, and science kits, are also purchased to support the textbook adoption.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2016-2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw-Hill - Reading Wonders (Grades K-6) Adopted in 2014</p> <p>Houghton Mifflin Harcourt - California Collections (Grades 7-12) Adopted in 2016</p> <p>BFW - Advanced Language and Composition (Grades PreAP 9-10) Adopted in 2016</p> <p>BFW - Advanced Literature and Composition (Grade 11) Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson - Investigations (Grades K-5) Adopted in 2017</p> <p>Houghton Mifflin Harcourt - Big Ideas Math (Grades 6-11) Adopted in 2014/15</p> <p>Glencoe - Advanced Mathematical Concepts - Precalculus with Applications (Grades 11-12) Adopted in 2008</p> <p>Wiley - Calculus Early Transcendentals Part AB (Grades AP 11-12) Adopted in 2014</p> <p>Pearson Prentice Hall - Calculus Graphical, Numerical, Algebraic Part CD (Grades AP 11-12) Adopted in 2008</p> <p>BFW - The Practice of Statistics (Grades AP 11-12) Adopted in 2016</p> <p>BFW - Statistical Reasoning in Sports (Grades 11-12) Adopted in 2016</p> <p>Kenyon - Understanding Basic Statistics (Grades 11-12) Adopted in 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Macmillan/McGraw-Hill - California Science (Grades K-6) Adopted in 2008</p> <p>Holt - California Life Science (Grade 7) Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - California Physical Science (Grade 8) Adopted in 2007</p> <p>Glencoe - Life Science (Grade 9) Adopted in 2004</p> <p>Prentice Hall - Earth Science (Grade 9) Adopted in 2008</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 2016-2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Prentice Hall - Biology (Grade 9) Adopted in 2001</p> <p>Holt - Chemistry (Grade 10) Adopted in 2004</p> <p>Prentice Hall - Conceptual Physics (Grades 10-11) Adopted in 2002</p> <p>Houghton Mifflin - AP Chemistry (Grades 11-12) Adopted in 2002</p> <p>Pearson - AP Environmental Science (Grades 11-12) Adopted in 2008</p> <p>John Wiley & Sons - AP Physics (Grades 10-12) Adopted in 2006</p> <p>Pearson - AP Physics (Grades 10-12) Adopted in 2005</p> <p>Pearson - AP Biology (Grades 11-12) Adopted in 2011</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Harcourt - Reflections (Grades K-6) Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - World History, Medieval to Early Modern Times (Grade 7) Adopted in 2006</p> <p>Holt-Houghton Mifflin Harcourt - United States History Independence to 1914 (Grade 8) Adopted in 2006</p> <p>McDougal Littell - Modern World History (Grade 10) Adopted in 2005</p> <p>McGraw-Hill - Traditions and Encounters (Grades AP 10-11) Adopted in 1999</p> <p>Houghton Mifflin - The American Pageant (Grade AP 11) Adopted in 2006</p> <p>Houghton Mifflin - History of Western Society (Grade AP 11) Adopted in 2005</p> <p>McDougal Littell - The Americans (Grade 11) Adopted in 2005</p> <p>Pearson - Government in America-People, Politics, and Policy (Grade AP 12) Adopted in 2007</p> <p>Pearson - Practical Research Planning and Designing (Grade AP 12) Adopted in 2014</p> <p>Prentice Hall - Economics Principles in Action (Grade 12) Adopted in 2005</p> <p>TCi - Econ Alive! The Power to Choose (Grade 12) Adopted in 2010</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 2016-2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Glencoe - Government Democracy in Action (Grade 12) Adopted in 2003</p> <p>Prentice Hall - The Cultural Landscape-Intro to Human Geography (Grades 10-12) Adopted in 2010</p> <p>Worth Publishers - Psychology in Modules (Grades AP 11-12) Adopted in 2004</p> <p>Holt - Psychology Principles in Practice (Grades 9-12) Adopted in 2015</p> <p>Glencoe - Sociology and You (Grades 9-12) Adopted in 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>HMH - Avancemos (Grades 7-12) Adopted in 2017</p> <p>HMH - Bien Dit (Grades 7-12) Adopted in 2017</p> <p>Dawn Sign Press - Signing Naturally (Grades 9-12) Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Holt - Teen Health (Grade 7-8) Adopted in 2017</p> <p>Pearson - Health (Grades 9-12) Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Ocean View Elementary School provides a safe, clean, and attractive environment for learning. Built in 1962, and later modernized, Ocean View Elementary School is situated on nine acres. The school buildings span 36,822 square feet and consist of 27 classrooms, a library media center, a fully equipped technology center, a multipurpose room, tutoring room, resource room, and administrative offices. The facility strongly supports teaching and learning through its ample classroom and playground space.

Albertsons sponsored a major beautification project at the school in spring of 2012 and Spring of 2014. Nearly 250 volunteers painted the handrails and trim, planted greenery, and cleaned all around the fields, giving the school a fresh new look. In the spring of 2016, we received support from One Cool Earth, our site student ECO squad and families in creating an ECO garden outside of our campus library. New pavers and asphalt were laid in the quad area over the Summer of 2017. A new Outdoor Learning Center (OLC) is currently in the planning stages.

Ocean View Elementary School is a closed campus. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check-in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, adults supervise students and school grounds, such as the cafeteria and recreation area, to ensure a safe and orderly environment.

Safety concerns are the No. 1 priority of maintenance and operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100 percent of all toilets on school grounds are in working order.

A team of custodians ensures classrooms, campus grounds, and restrooms are kept clean and safe. A scheduled maintenance program is administered by Lucia Mar Unified School District to ensure that all classrooms and facilities are well maintained and provide a suitable learning environment. A summary of these standards is available at the school office or at the District office.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/23/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Portable F: 4) Cluttered 4) Torn ceiling tiles Room 17: 4) Missing baseboard Room 19: 4) Torn pinnable Room 22: 4) Torn carpet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Room 14: 5) cluttered Room 24: 5) Cluttered
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 13: 9) Drinking faucet doesn't work
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Portable G Computer Lab: 14) Ramp rusted
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	71	72	50	52	48	48
Math	57	60	37	37	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	74	80	53	55	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.5	27.8	39.2

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	94	88	93.6	79.6
Male	47	45	95.7	80.0
Female	47	43	91.5	79.1
Hispanic or Latino	11	11	100.0	63.6
White	74	68	91.9	85.3
Socioeconomically Disadvantaged	14	12	85.7	100.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	378	369	97.62	72.36
Male	194	188	96.91	70.21
Female	184	181	98.37	74.59
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100	83.33
Filipino	--	--	--	--
Hispanic or Latino	44	44	100	63.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	293	284	96.93	74.3
Two or More Races	15	15	100	60
Socioeconomically Disadvantaged	80	77	96.25	59.74
English Learners	17	17	100	47.06
Students with Disabilities	50	43	86	27.91
Foster Youth	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	378	368	97.35	60.05
Male	194	187	96.39	64.71
Female	184	181	98.37	55.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100	66.67
Filipino	--	--	--	--
Hispanic or Latino	44	44	100	59.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	293	283	96.59	61.13
Two or More Races	15	15	100	53.33
Socioeconomically Disadvantaged	80	77	96.25	45.45
English Learners	17	17	100	29.41
Students with Disabilities	50	43	86	23.26
Foster Youth	--	--	--	--

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of Ocean View Elementary School. They are encouraged to become involved in their child's education in numerous ways such as participating in parent education activities, attending student presentations and functions, volunteering in the classroom, becoming room parents, participating in campus beautification projects, and chaperoning field trips. Organized groups for parent involvement include the Parent-Teacher Organization (PTO), School Site Council (SSC), and Student Study Team (SST).

Parents and community members are invited to many school activities and events held throughout the year including but not limited to Jump Start Night, Back-to-School Night, Walk-to-School events, Red Ribbon Week, Harvest Parade, the annual PTO Dinner and Auction, various project-based learning activities/exhibitions, Spring Carnival, OV in Action Tours, Be Unique Week, Annual Talent Show, ECO Week, Full STEAM Ahead Week, and Open House. Parent education events focus on linking parents to current student issues. Ocean View Elementary School maintains many channels of communication with the home and community to keep them apprised of school activities. The Cougar Chronicle newsletter is available online and printed by request, the PTO maintains an effective website, and Ocean View has its own website and Facebook page. In addition, all parents are invited to PTO general membership meetings three times a year.

PTA fundraisers and other contributions from the community greatly enhance the educational program at the school. PTO and community resources help fund a Literacy Support Tutor, classroom gardens, classroom technology and tech support, classroom enrichment monies, Terra Cycle "upcycling" program, Destination ImagiNation, Art in Motion Program, Readers Counts program, Anti-Bully/Character Education, library renovations, Outdoor Learning Center construction, and GATE & STEAM activities.

Over 400 organization, business, and individual donors have supported Ocean View Elementary School's programs in the past year including PG&E, Target, Albertson's, South County Education Foundation, Women in Agriculture, Cal Poly, Allan Hancock College, and the Arroyo Grande Children in Motion. The school is grateful for our supportive parents and community.

For more information on how to become involved at the school, please contact Principal Sarah Butler at (805) 474-3730.

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.

School Safety Plan

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The Plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their Safe School Plans: current status of school crime; child abuse reporting procedures; disaster procedures, both routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The Injury, Illness & Prevention Plan was last updated and reviewed with school staff in October 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.11	3.56	1.23
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.33	3.27	3.25
Expulsions Rate	0.24	0.23	0.18
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		85.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.6
Social Worker	0.0
Nurse	0.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	0.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	19	20	4	4	4						
1	24	24	23				3	3	4			
2	26	26	25				4	4	4			
3	26	26	24				4	4	4			
4	28	28	29				3	3	3			
5	31	31	31				2	2	3			
6	26	26	29	1	1		3	3	3			
Other	9	9	9	1	1	2						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Lucia Mar invests time and resources to ongoing, district-wide staff development in key initiative areas aligned to district goals to increase student achievement and support school improvement.

School Goals are derived in a variety of ways. Teachers generally review data from the previous school year including state test results, district benchmarks, and local assessments. This data is the springboard for determining site goals. Our goals are also a product of the priorities and goals outlined by the Lucia Mar Unified Board of Education; subsequently, Ocean View Elementary School's goals are aligned to district goals, and our professional development focus supports and reinforces our school goals. After consulting with our site colleagues, Ocean View's goals are selected by the Ocean View Instructional Leadership Team. In addition to the principal and the professional development coordinator, the Instructional Leadership team is comprised of one K-1 teacher, one 2-3 teacher, and one 4-6 teacher.

During the 2014-15 school year, our professional development focused on implementing the Thinking Maps program and developing common core curriculum by using the principles espoused in Understanding By Design (e.g. Backwards Design, Big Ideas, Essential Questions, Transfer of Learning). During the 2015-16 school year, we continued to emphasize effective implementation of the Common Core Standards using inquiry and investigative approaches. We implemented the Thinking Maps Writing program to help develop students as critical thinkers and effective communicators. During the 16-17 school year, we continued to refine writing instruction with Thinking Maps, moving into the Expository genre, while also embedding integrated/designated ELD learning, and a focus on math. Professional Development occurs weekly on Mondays for 60 minutes. During each professional development session, teachers receive "new learning." After ideas, strategies, and techniques are shared and modeled, teacher have "development time" to work with grade level colleagues on practical approaches for implementing the new learning.

District-initiated professional development occurs during the school day, and teachers are provided substitutes. Most teachers will receive a minimum of three days of training during the school year. This past summer, (June 2016), one staff member attended a week-long Summer Institute sponsored by our district's curriculum division.

New teachers receive support as part of the district's "Teacher Induction" program. Staff often seek feedback from our "intervention teacher/professional development coordinator, and the principal conducts "walk-through" visits and informal and formal observations. Teachers are also supported with goal-setting conferences at the outset and at the conclusion of each school year. Each teacher, in addition to embracing the school-wide goals, has the opportunity to set a personal goal and to focus on one of California Standards for the Teaching Profession.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,664	\$48,522
Mid-Range Teacher Salary	\$63,972	\$75,065
Highest Teacher Salary	\$86,745	\$94,688
Average Principal Salary (ES)	\$107,672	\$119,876
Average Principal Salary (MS)	\$106,271	\$126,749
Average Principal Salary (HS)	\$122,290	\$135,830
Superintendent Salary	\$190,000	\$232,390
Percent of District Budget		
Teacher Salaries	39%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Lucia Mar offers a comprehensive range of programs and services to support student learning. A strong core curriculum is taught by highly qualified teachers. Student learning is monitored closely. Proficient and advanced students are challenged to master skills at the highest levels. Students not yet proficient are supported with additional time and instructional support. Academic support is provided during the school day and after school. Social and emotional support is provided to eliminate barriers to academic success.

Academic support services:

- Standards-based instructional materials
- New teacher support
- Staff development
- Intervention programs
- Intensive instructional services
- English language development
- Title I, Response to Intervention
- Students with disabilities
- After school programs

Social and emotional support services:

- Counseling support
- Intensive counseling services
- Mental Health early prevention
- Safe Schools
- Referrals to Community Agencies

Comprehensive academic and social support services enable Lucia Mar students to achieve at high levels in school and life.

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	3730.67	159.30	3571.37	58279
District	♦	♦	75	\$64,375
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			4661.8	-9.5
Percent Difference: School Site/ State			-45.7	-25.1

* Cells with ♦ do not require data.