



Shell Beach Elementary School

2100 Shell Beach Rd. • Pismo Beach, CA 93449 • (805) 474-3760 • 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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Vicki Meagher, Vice President
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Assistant Superintendent, Human Resources
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Director, Special Education

School Description

Shell Beach Elementary School is located in the beautiful coastal community of Shell Beach, California. Our school serves students from across the Five Cities area, Nipomo, and San Luis Obispo. Though our school continues to grow (we currently have approximately 430 students), we continue to maintain a "small school" feel. This small school feel is due in large part to our dedicated team of teacher, parents, and community volunteers. Teachers take a vested interest in our students and develop lasting relationships with students and families. Parents play a critical role in the success of our students. On any given day, more than 15 parent volunteers work in classes across our school. These parents not only provide teacher support in copying, creating materials, organizing materials but more importantly provide small group instruction in classes where appropriate. Over time, we have developed strong community partnerships with the Pismo Police Department, Cal Poly, and local businesses. These community partnerships help students to feel a part of the larger community and provides an outlet for enriching learning opportunities.

Staffing

Certificated:

Our team consists of one TK teacher, three Kindergarten teachers, 3 first grade teachers, 2 second grade teachers, 3 third grade teachers, two 4th grade teachers, two fifth grade teachers, and 3 sixth grade teachers (this includes our job-sharing position). Our average class sizes in our primary classes is 22 (though our first grade classes are impacted with an average of 29 students) while our average class size in our intermediate grades is 29. In addition to our general education classes listed above, we also have one full time resource teacher and one part time resource teacher who works with students who have an identified learning disability. We are also proud to run to the district's Therapeutic Learning Class which serves some of our district's most behaviorally challenged students in grades K-5. We also serve students from across the district in grades K-8 in our Home School program which operates at our school.

Classified:

Our teaching staff is further enhanced by a team of devoted classified staff members. Our classified team includes a full time secretary and a part-time attendance secretary. Our librarian's thirty hour week allows us to encourage a love of literacy while our School Technology Assistant's 25 hours a week is devoted to providing students with much needed digital citizenship and computer skills. Our two playground supervisors ensure our students have a safe environment in which to play and grow. Their focus on identifying and recognizing positive character traits in our students help to foster more positive playground behaviors. Our TK and K classes are supported by three hour Instructional Assistants who work diligently to support student learning. Our students who require additional assistance through IEPs have access to a committed group of seven IA who collaborate with teachers to ensure individual student needs are met. A full-time day custodian and a part-time evening custodian rounds out our classified staff.

Support Staff:

Our team wouldn't be complete without the support provided by a variety of other team members. Our part-time School Nurse plays an integral role in ensuring our students are healthy and safe as well as providing much needed learning to staff on a variety of health-related issues. Our part-time counselor provides small group counseling to students struggling with a variety of issues including divorce, grief, anger/impulsivity issues, and social isolation. She also works with teachers to develop and deliver class room lessons on a wide range of topics. Our part-time school therapist provides students with individual counseling. Our part-time Speech Pathologist, School Psychologist, and Occupational Therapist are vital to the success of some of our neediest students.

Vision

Shell Beach Elementary School's vision is to ensure our students are well rounded individuals committed to making a difference in their world.

Mission

Shell Beach Elementary School is committed to ensure that our students have a positive impact in our global society, Through an emphasis in academic rigor, a focus on critical thinking, creativity, collaboration, and communication, fine art integration, technology instruction, and an emphasis on citizenship Shell Beach Elementary strives to create a community of life-long learners and contributors to society at both the local and international level.

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	82
Grade 1	56
Grade 2	43
Grade 3	63
Grade 4	63
Grade 5	59
Grade 6	57
Total Enrollment	423

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.7
Asian	2.8
Filipino	1.4
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	0.7
White	68.1
Two or More Races	4.3
Socioeconomically Disadvantaged	21
English Learners	4.3
Students with Disabilities	9.5
Foster Youth	0.2

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			
Shell Beach Elementary School	15-16	16-17	17-18
With Full Credential	23	20	23
Without Full Credential	0	0	1
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			
Shell Beach 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	1	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</p> <p>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>

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>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>Cenage - 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> <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 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>

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>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> <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>

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Holt - Teen Health (Grade 7-8) Adopted in 2017 Pearson - Health (Grades 9-12) Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Shell Beach 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. Additional parking and a traffic circulation re-design is in the planning stages for this campus.

Safety concerns are a top 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.

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: 6/22/2017

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		Boys Restroom 16: 4) Holes in wall need repair Portable 12: 4) Hole in floor Portable 20: 4) Hole in back wall 4) Needs paint Portable 21: 15) Ramp needs repair
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Room 10:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Office: Needs hanger Portable 13: Comet under sink, light cover Room 3: Cleaning bottles under sink
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		MPR: 15) Siding needs repair Portable 14: 15) Siding needs repair Portable 17: 15) Ramp need repair Portable 21: 15) Ramp needs repair Portable 22: 15) Ramp rusted - needs repair Portable 23: 15) Ramp needs repair Portable 25: 15) Ramp need repair Room 1: 15) Back door needs repair 15) Siding needs repair Room 4: 15) BB holes in windows

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/22/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room 5: 15) BB holes in windows Room 6: 15) BB holes in windows Room 7: 15) BB holes in windows Room 9: 15) BB holes in windows
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	67	63	50	52	48	48
Math	53	55	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	72	75	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	10.2	27.1	45.8

* 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	59	55	93.2	74.6
Male	34	31	91.2	77.4
Female	25	24	96.0	70.8
White	43	41	95.4	78.1
Socioeconomically Disadvantaged	16	15	93.8	73.3

* 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	248	239	96.37	62.76
Male	135	128	94.81	59.38
Female	113	111	98.23	66.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	44	95.65	43.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	166	160	96.39	68.13
Two or More Races	13	12	92.31	66.67
Socioeconomically Disadvantaged	59	54	91.53	35.19
English Learners	17	17	100	52.94
Students with Disabilities	32	28	87.5	14.29
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	248	238	95.97	55.04
Male	135	128	94.81	56.25
Female	113	110	97.35	53.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46	44	95.65	27.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	166	159	95.78	61.64
Two or More Races	13	12	92.31	58.33
Socioeconomically Disadvantaged	59	55	93.22	30.91
English Learners	17	17	100	41.18
Students with Disabilities	32	29	90.63	13.79
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)

Parent Involvement

Shell Beach Elementary is proud to promote a culture that makes families feel welcome. Parents have a variety of ways to get involved at the school. Parents can join our PTO or serve on School Site Council. Our success as a school community relies heavily on the efforts of our PTO. Our PTO hosts two major fundraiser events every year. Our Jog-A-Thon in the fall brings families together at the beginning of the school year. This year's event raised more than \$27,000. These funds allow for extra support services such as an Instructional Aide in Kindergarten, additional yard supervision, and the aforementioned art and music services. Our second fundraiser is our annual parent auction. Last year this even raised just over \$20,000. Those funds were spent on upgrading technology across our school. All classes now have large display screen televisions. Our 6th grade team shares a Chromebook cart while our 3rd-5th grade classes share a separate one. Additional Chromebooks were also purchased for our primary teachers.

If committee work does not sound appealing, parents can volunteer in the classroom or in the office. Classroom volunteers spend time reading with students, leading small groups, and working on arts/crafts. Office volunteers help with copies, laminating, and other front office tasks.

Our volunteers put in hundreds of hours every week to help make Shell Beach the best place possible for children.

Family Activities

We know that a strong network of family support is critical to our students' well-being. With that in mind, we offer several different family events throughout the year to promote a bond between school and home. In addition to the traditional Back to School Night and Open House, we offer a Catch the Wave event which takes place before school starts. This event connects families, gives them a chance to learn about things are doing, and find out their teacher placement. This event is well attended with about 250 of our families attending each year. Connections are also fostered through our annual Family Picnic event. This event takes place in the fall and allows families to come and have lunch with their children. This, too, is a well-attended event with close to 300 people joining us for a family picnic lunch. Our annual Art in the Dark, which highlights artwork of our TK-3rd grade students is always a family favorite as well as families roam the halls looking at students art work, enjoy holiday music, grab a snack or two, and visit our book fair. Our book fair is another family favorite event each year. Hosting the book fair every year not only helps to promote a love for literacy, but also allows students to develop a sense of autonomy in their reading. This event, hosted twice a year, serves as a give-back to the teachers through earning books as well as through the purchase of an annual subscription to Time for Kids. On a monthly basis, we recognize students for a selected character trait. Families of the recipients are asked to keep it a surprise and show up on the day to see their child be recognized with the award. Monthly restaurant hosted give-back night are another way to bring the school

Community Outreach

The community has traditionally been a huge supporter of our school and students. In order to promote a sense of pride among our students, each grade level was asked to pick a community outreach project. These have largely been student driven. For example, our 5th grade our bake sale raised over \$700 for Alex's Lemonade Stand and almost 100 pairs of pajamas were collected and donated to a child cancer hospital through the efforts of our Student Council. Other community outreach projects include collecting dog toys for Woods Human Society, painting kindness rocks to be placed in the community, and writing letter to service men and women in honor of Veteran's Day.

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	0.86	1.08	0.67
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	0.00
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	.75
Library Media Services Staff (Paraprofessional)	
Psychologist	.40
Social Worker	0.00
Nurse	.50
Speech/Language/Hearing Specialist	.50
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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	20	20	20	1	1	2	2	2	2			
1	15	15	28	1	1		2	2	2			
2	22	22	22	1	1		2	2	2			
3	26	26	20				2	2	3			
4	22	22	30				3	3	2			
5	34	34	29						2	2	2	
6	34	34	28						2	2	2	
Other	6	6	6	1	1	1						

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

Professional Development provided for Teachers

Shell Beach Elementary is committed to providing on-going, systematic professional development (PD) that meet the needs of both students and staff.

Our professional development sessions are designed and delivered by our Instructional Leadership Team (ILT). Our ILT is comprised of the principal, a Teacher on Special Assignment who also serves as our Intervention Teacher, and three classroom teachers representing various grade level spans. Each session follows the same structure: an activity to focus their learning, clear agenda/objectives, new learning, development/collaboration time, and a reflective closing activity. This structure ensures the professional development is clear and concise while also allowing for the much needed time for collaboration. Throughout the PD effective structured interactions are presented as a way to provide teachers with instructional strategies that promote collaboration and speaking for students. Our ILT meets weekly to reflect on the delivered PD as well as to develop the new PD. Our team is responsive to site needs and is continuously revising the PD calendar to reflect on-going changes in needs.

In addition to the PD at our site, teachers participate in a multitude of professional development opportunities sponsored by the district. Our site TOSAs receive ongoing training and support from a district-level TOSA in a variety of areas. Members on the ILT participated in a Response to Intervention workshop focusing on behavioral supports/Positive Behavior Interventions and Supports (PBIS). Our Special Education team participates in Professional Learning Communities with colleagues from across the district. New teachers receive additional support through the Teacher Induction Program (TIP). TIP provides mentors for new teachers who help them set and work towards specific goals.

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
- 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).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	3922.95	106.26	3816.69	57815
District	◆	◆	75	\$64,375
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			4988.9	-10.2
Percent Difference: School Site/ State			-41.9	-25.7

* Cells with ◆ do not require data.

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 document