

# Pacifica Home School Program & Preschool SDCs

## 2022-2023 School Accountability Report Card

### (Published During the 2023-2024 School Year)

## General Information about the School Accountability Report Card (SARC)

### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard



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

### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Pacifica Home School Program & Preschool SDCs
<b>Street</b>	830 Rosita Road
<b>City, State, Zip</b>	Pacifica, CA, 94044
<b>Phone Number</b>	650-738-6615
<b>Principal</b>	John Bartfield
<b>Email Address</b>	<a href="mailto:jbartfield@pacificasd.org">jbartfield@pacificasd.org</a>
<b>School Website</b>	<a href="https://www.pacificasd.org/District/70-Home-School-Information.html">https://www.pacificasd.org/District/70-Home-School-Information.html</a>
<b>County-District-School (CDS) Code</b>	

## 2023-24 District Contact Information

<b>District Name</b>	Pacifica School District
<b>Phone Number</b>	(650)-738-6600
<b>Superintendent</b>	Dr. Darnise Williams
<b>Email Address</b>	<a href="mailto:dwilliams@pacificasd.org">dwilliams@pacificasd.org</a>
<b>District Website</b>	<a href="http://www.pacificasd.org">www.pacificasd.org</a>

## 2023-24 School Description and Mission Statement

The Homeschool Program is open to parents of K-8 students who wish to teach their child/ren at home full time. It allows parents to design a program based on their child's individual learning style and to monitor his/her progress. An experienced, credentialed teacher provides consultation and assistance to the parents in lesson planning, reviewing completed work, testing, and obtaining educational materials. As our Homeschool Program is also serving our students in Independent Study this school year, in accordance with Assembly Bill 130, teachers also provide daily synchronous instruction for grades TK-3 as well as daily live interaction and weekly synchronous instruction for grades 4-8. Homeschool teachers are housed at Lindamar Educational Center.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	6
Grade 3	3
Grade 4	4
Grade 5	1
Grade 6	6
Grade 7	7
Grade 8	4
Total Enrollment	34

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	58.8%
Male	41.2%
Asian	17.6%
Black or African American	5.9%
Filipino	2.9%
Hispanic or Latino	29.4%
Two or More Races	17.6%
White	26.5%
English Learners	5.9%
Homeless	2.9%
Socioeconomically Disadvantaged	35.3%
Students with Disabilities	17.6%

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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.20	74.25	126.00	90.60	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.72	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	7.80	5.62	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	25.75	2.30	1.70	12115.80	4.41
<b>Unknown</b>	0.00	0.00	1.90	1.36	18854.30	6.86
<b>Total Teaching Positions</b>	2.90	100.00	139.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.10	57.00	113.10	84.66	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.75	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	10.80	8.11	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	42.50	0.80	0.64	11953.10	4.28
<b>Unknown</b>	0.00	0.00	7.80	5.84	15831.90	5.67
<b>Total Teaching Positions</b>	2.00	100.00	133.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.70	0.80
Total Out-of-Field Teachers	0.70	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project (K-8)/2012 Houghton Mifflin, A Legacy of Literacy (K-5)/2003, Prentice Hall, Timeless Voices Themes (6-8)/2002	Yes	0

<b>Mathematics</b>	Bridges in Mathematics (2nd Edition)/2016; CPM Core Connections (6-8)/2014  K-5 Singapore Math Textbooks & Activity Books	Yes	0
<b>Science</b>	Carolina Building Blocks of Science(TK-5)/2023 California HMH Science Dimensions (6-8) 2020	Yes	0
<b>History-Social Science</b>	Houghton Mifflin, Social Studies (K-3)/2005; McGraw Hill, Adventures in Time & Place (4-5)/2002; Teachers' Curriculum Institute (TCI): History Alive! California Series (6-8)/2018	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	Puberty Talk, Gr. 5/2016 (Health Connected); Teen Talk, Gr. 7/2016 (Health Connected); Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005	Yes	0
<b>Visual and Performing Arts</b>	N/A		

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				8/17/2022
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		A-1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING. A-4: 4. CEILING TILE IS BROKEN (HALLWAY). 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING. A-6: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 7. CLOCK IS MISSING. ONE CAN LIGHT IS OUT (HALKWAY) 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING. A-7: 4. CARPET IS TORN. 7. ONE CAN LIGHT IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING. A-9: 4. CARPET IS LIFTING. 7. ONE CAN LIGHT IS OUT. LIGHT DIFFUSER IS MISSING IN RR. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. B6: 4. CARPET SQUARES ARE LOOSE.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			A-1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.
<b>Electrical</b>		X		A-5: 7. CLOCK IS MISSING. 9. FAUCET HAS A DRIP. DRINKING FOUNTAIN HAS A LOW FLOW. 10.

## School Facility Conditions and Planned Improvements

			<p>EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>A-6: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 7. CLOCK IS MISSING. ONE CAN LIGHT IS OUT (HALLWAY) 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>A-7: 4. CARPET IS TORN. 7. ONE CAN LIGHT IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>A-9: 4. CARPET IS LIFTING. 7. ONE CAN LIGHT IS OUT. LIGHT DIFFUSER IS MISSING IN RR. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B14: 7. OUTLET COVER IS BROKEN. ELECTRICAL CONDUIT IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>MPR: 7. MULTIPLE LIGHT COVERS ARE MISSING. MULTIPLE LIGHT FIXTURES ARE OUT.</p> <p>PRINCIPAL: 7. CLOCK IS MISSING EXPOSING WIRES.</p> <p>UNISEX REST ROOM: 7. LIGHT IS OUT. LIGHT COVER IS MISSING.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>A-4: 4. CEILING TILE IS BROKEN (HALLWAY). 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>A-5: 7. CLOCK IS MISSING. 9. FAUCET HAS A DRIP. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>B15: 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW.</p> <p>B16: 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>B7: 9. FAUCET LEAKS AT HANDLE.</p> <p>BOYS REST ROOM: 8. ONE URINAL IS OUT OF ORDER. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON CEILING.</p> <p>BOYS REST ROOM: 9. ONE FAUCET HAS A DRIP.</p> <p>BOYS REST ROOM: 9. SINK CAP IS MISSING.</p> <p>GIRLS REST ROOM: 9. SINK CAPS ARE MISSING.</p> <p>MENS REST ROOM: 9. FAUCET LEAKS AT HANDLE.</p> <p>WOMENS REST ROOM: 9. FAUCET HAS A DRIP. SINK CAPS ARE MISSING.</p> <p>WORK ROOM: 9. FAUCET HAS A DRIP.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials		X	<p>A-1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>A-2: 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>A-3: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A-4: 4. CEILING TILE IS BROKEN (HALLWAY). 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION</p>

## School Facility Conditions and Planned Improvements

			<p>MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>A-5: 7. CLOCK IS MISSING. 9. FAUCET HAS A DRIP. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>A-6: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 7. CLOCK IS MISSING. ONE CAN LIGHT IS OUT (HALLWAY) 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>A-7: 4. CARPET IS TORN. 7. ONE CAN LIGHT IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>A-8: 10. EVACUATION MAP IS NOT POSTED.</p> <p>A-9: 4. CARPET IS LIFTING. 7. ONE CAN LIGHT IS OUT. LIGHT DIFFUSER IS MISSING IN RR. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B14: 7. OUTLET COVER IS BROKEN. ELECTRICAL CONDUIT IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>BOYS REST ROOM: 8. ONE URINAL IS OUT OF ORDER. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON CEILING.</p>
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>ADMIN: 14. TRIP HAZARDS ON WALKWAY.</p> <p>PLAYGROUNDS: 14. NON-PUBLIC USE PLAY EQUIPMENT IS PRESENT.</p>

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	85	50	53	53	47	46
Mathematics (grades 3-8 and 11)	46	20	51	53	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	27	16	59.26	40.74	50.00
<b>Female</b>	16	11	68.75	31.25	54.55
<b>Male</b>	11	5	45.45	54.55	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	27	15	55.56	44.44	20.00
<b>Female</b>	16	10	62.50	37.50	--
<b>Male</b>	11	5	45.45	54.55	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	--	--	40.00	40.55	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

B. Pupil Outcomes

**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 area of physical education.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
The Pacifica School District Home School Program is built upon and actually requires close parent involvement and collaboration to support the curriculum that is being delivered to the students. Parents are required to meet with the teacher of the Home School Program throughout the trimester to review and discuss student progress. Homeschool teachers also encourage parents to contact them as needed to ask questions and consult about their students' progress.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	48	43	5	11.6
Female	26	25	3	12.0
Male	22	18	2	11.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	6	6	0	0.0
Black or African American	2	2	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	14	13	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	2	33.3
White	19	15	3	20.0
English Learners	3	3	1	33.3
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	18	18	3	16.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	8	6	1	16.7

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	1.29	0.77	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

The PSD Home School Program is embedded into the comprehensive safety plan for the Linda Mar Education Center. This plan was last approved in 2022 and shared with all the staff in the Linda Mar Education Center, including the teacher of the Home School Program.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	1	1		
2	3	1		
3	2	1		
4	10	1		
5	4	1		
6	3	7		
Other	45		1	1

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	8	1		
4	2	1		
5	9	1		
6	5	7		
Other	48			1

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	4	1	0	0
5	1	1	0	0
6	6	6	0	0
Other	12	1	0	0



## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21,752	\$2,874	\$18,878	\$77,207
District	N/A	N/A	\$4,666	\$70,524
Percent Difference - School Site and District	N/A	N/A	120.7	9.0
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	85.1	-13.4

## Fiscal Year 2022-23 Types of Services Funded

This program is supported by 2.0 FTE teachers with Multiple Subjects credentials. The PSD adopted curriculum is utilized for the students enrolled in this program along with various supplementary materials to support individual student's needs. Project based learning is a common instructional strategy, specifically in the areas of Science and Social Studies. Students have an opportunity to work with volunteers from the Pacifica Resource Center, when possible, to apply their knowledge gained through this alternative instructional model.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$45,594	\$54,046
<b>Mid-Range Teacher Salary</b>	\$68,260	\$84,515
<b>Highest Teacher Salary</b>	\$90,543	\$110,867
<b>Average Principal Salary (Elementary)</b>	\$136,545	\$136,841
<b>Average Principal Salary (Middle)</b>	\$144,070	\$141,477
<b>Average Principal Salary (High)</b>	\$0	\$137,985
<b>Superintendent Salary</b>	\$220,461	\$217,473
<b>Percent of Budget for Teacher Salaries</b>	28.02%	32.43%
<b>Percent of Budget for Administrative Salaries</b>	6.73%	5.62%

## Professional Development

Pacifica School District has three district-wide Professional Development Days and the teachers in the Home School Program are provided the same professional development opportunities as all of the teachers in Pacifica School District receive. These three days are aligned with district-wide initiatives based on student achievement and school climate data. In 2021-2022 our professional development was on the Big Five emergency procedures. We also had professional development on equity, inclusion, and English Language learners provided by the SMCOE. In 2022-2023, the first day was a series of training sessions around student and staff physical and emotional well-being and reviewing the BIG 5 and the District's COVID-19 Safe Schools Framework. The second was site-based training focusing on school and district-wide implementation of our district assessment, iReady, and the program's personalized instruction. K-5 teachers received Bridges Mathematics curriculum training 6-8th Science teachers had training on NGSS Aligned Instructional Sequences, and Social Studies teachers had training on incorporating more primary sources into history teaching and lesson planning. The third professional development day was around Universal Design for Learning (UDL). In 2023-2024, the first day was focused around identifying the dispositions and developing of Pacifica School District's Portrait of a Learner, The second district wide professional development day included reviewing the district goals and Portrait of a Pacifica Learner; introducing the Attendance "Strive for 95" campaign; equity training from the Anderson Group and Science training for all our TK-5 teachers and 6th-8th science teachers. The third day was spent in Sexual Orientation and Gender Identity/Expression training provided by The Coast Pride and Embracing Inclusivity and Our Diverse Community training provided by the Anderson Group.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3