Sunset Ridge Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Sunset Ridge Elementary School
Street	340 Inverness Drive
City, State, Zip	Pacifica, CA 94044
Phone Number	(650) 738-6687
Principal	Dr. Ellie Cundiff
Email Address	ecundiff@pacificasd.org
School Website	pacificasd.org/SRE/
Grade Span	P-5
County-District-School (CDS) Code	41-68932-6044069

2024-25 District Contact Information

District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Dr. Darnise Williams
Email Address	dwilliams@pacificasd.org
District Website	www.pacificasd.org

2024-25 School Description and Mission Statement

The hallmark of Sunset Ridge's culture of success is our focus on both academic growth and social emotional learning of each student. Through teamwork and collaboration we have built a school community that supports all students reaching their full potential. At Sunset Ridge we believe that all students can learn and that all students can exceed the high standards set by the teachers and administration. All teachers and staff are dedicated to building a community of learners. We have been successful in meeting students' needs for several reasons. We concentrate on four key program elements: literacy, a well balanced curriculum, student support systems, and community and family involvement. Our school culture is committed to using best practices in teaching all students; collaboration between staff, parents, and the community; and to meeting the different

2024-25 School Description and Mission Statement

academic and developmental needs of the whole child. Sunset Ridge has developed an outstanding learning environment that promotes critical thinking. The parents and staff are dedicated to helping Sunset Ridge students shine. Excellence through Diversity is our motto.

Sunset Ridge is one to one with chromebooks for all student. In Tk and Kindergarten students use chromebooks in centers to support skill acquisition. In grades 1st through 5th grades students take the iReady assessment three times per year and have individual lessons that support their learning in reading and math. Students are able to do a wide variety of activities on the computers that support rigorous academic development. In addition to the labs and carts, teachers have technology in their that they use to engage students in learning.

Sunset Ridge has established a welcoming and caring community by incorporating community building events throughout the school year. One of our cherished monthly activities is "Family Day". This is a very successful program where one child from each grade level is placed in a school family. The 5th grader is the facilitator of the activity and helps their "family" get to know each other. This not only enhances the sense of community at our school, but students learn leadership skills at the same time. We also get together as a whole school each Monday morning to share information and to celebrate things that are going well. We have an outstanding student leadership program. Our Student Council consists of 2 students from each classroom in 4th and 5th grades. Students meet on a monthly basis and plan activities. In the past, students raised over two thousand dollars for Pennies for Patients, the American Heart Association, and for UNICEF. I am very proud of the students and impressed with their leadership skills and dedication to our community. Parent involvement is key to student success. It is our goal to continue to increase parent involvement and enhance our community spirit.
We have a variety of programs that meet the needs of all children. We have a music program for our 3rd through 5th grade students receive music through the Pacifica Education Foundation (PEF). We are very excited about our Foreign Language in Elementary Schools (FLES) program that provides Spanish to students K-5th grade two times per week and an additional session on the computer.
In addition to our Spanish program, we have an outstanding art program supported through a grant from Sanchez Art Center. This program provides an artist and teacher for all of our students TK- 5th grades. Our students participate in Physical Education on a regular basis.

We have an active PTO that organizes activities and raises funds for field trips, assemblies, and other great programs that focus on the needs of our children. The PTO supports after school enrichment activities like Chess Club, Yoga, Stem, Poetry Club, and martial arts club. We also have Spindrift School of the Performing Arts at Sunset Ridge. They provide a variety of drama and dance programs after school. We have a wonderful Room Parent program that provides the continuity between the PTO and the classroom. They organize our annual book exchange program, our annual Pancake Breakfast basket auction, and support our teachers each and every day. There are numerous ways to help out and make a difference.

The mental health of our children is a top priority. Sunset Ridge has a full time counselor and three part time counselors. The counselor works with children and families in order to support the child through social skills groups or individual counseling depending on individual needs. The counselor is a resource for families and can put families in contact with community services. Services can be provided after school as well. In additional to counselors, the teachers are implementing Caring School Communities curriculum to support students building their social emotional needs.

We have a wonderful outdoor classroom called " The Oversea". The Oversea is a deck that was build in the shape of a whale's tail and looks over the city of Pacifica and the Pacific Ocean. Classrooms use the Oversea to do observations, as a place to write, as a place to learn our about our environment as well as watch for migrating whales. The deck was built through the PTA and community support in a truly collaborative manner. We are lucky to have a community that values educating the whole child. We also have a vegetable and flower garden where students are encouraged to get their hands dirty as they learn. We have added an additional garden at the front of the campus with support from Recology of the Coast and Healthy Planet.

Dr. Ellie Cundiff, Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	49
Grade 2	61
Grade 3	56
Grade 4	61
Grade 5	61
Total Enrollment	380

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.3
Asian	7.9
Black or African American	1.8
Filipino	15.8
Hispanic or Latino	35.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	17.6
White	20.5
English Learners	15.8
Homeless	4.5
Socioeconomically Disadvantaged	46.1
Students with Disabilities	15.3

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.60	83.77	126.00	90.60	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.06	1.00	0.72	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	8.12	7.80	5.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.30	1.70	12115.80	4.41
Unknown/Incomplete/NA	1.00	4.06	1.90	1.36	18854.30	6.86
Total Teaching Positions	24.60	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.10	78.44	113.10	84.66	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.75	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	8.62	10.80	8.11	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.80	0.64	11953.10	4.28
Unknown/Incomplete/NA	3.00	12.94	7.80	5.84	15831.90	5.67
Total Teaching Positions	23.10	100.00	133.60	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.10	80.19	114.20	88.19	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	14.86	10.90	8.42	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.30	1.84	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.95	1.00	0.77	14303.80	5.15
Total Teaching Positions	20.10	100.00	129.50	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	2.00	1.00	3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	2.00	3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.40	5	15.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.80	0	4.7

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	07/01/2024

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/2012 Board Approved	Yes	0
Mathematics	Bridges in Mathematics (2nd Edition)/2016 Board Approved	Yes	0
Science	Carolina Building Blocks of Science(TK-5)/2023	Yes	0
History-Social Science	Houghton Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002	Yes	0
Foreign Language	N/A		
Health	Puberty Talk, Gr. 5/2016 (Health Connected) The Puberty Workshop (5)/2013	Yes	0
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

Overall, our school facilities are in excellent condition. Sunset Ridge was extensively renovated in 2000 and has been regularly maintained to ensure that all students are educated in a clean and secure building. We have added a garden and an outdoor classroom to our school campus as well as two additional classrooms for a computer lab and a psycho-motor room. There are two childcare programs, managed by Temporary Tot Tending and one by the City of Pacifica.

Year and month of the most recent FIT report	07/01/2024

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: BOYS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 4. SOAP DISPENSER IS MISSING. D2: 2. VENT IS RUSTED. 10. EVACUATION MAP IS NOT POSTED. GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 9. ONE FAUCET HAS NO FLOW.
Interior: Interior Surfaces		X		A2: 4. CEILING TILE T-BAR IS BENT. 10. EVACUATION MAP IS NOT POSTED. A3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. A4: 4. CEILING TILE IS BROKEN. A7/ BREAK OUT: 4. CEILING TILE HAS A HOLE. B6/ BREAK OUT: 4. CEILING TILES HAVE WATER STAINS. BOYS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 4. SOAP DISPENSER IS MISSING. C2: 4. FLOOR TILES ARE BROKEN. 7. OUTLET COVER IS BROKEN. C6/ BREAK OUT: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). C7/ BREAK OUT: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). E1: 4. CEILING TILES HAVE WATER STAINS. E3: 4. RUBBER MOULDING IS CHIPPING. E4: 4. CEILING TILE HAS A WATER STAIN. GIRLS REST ROOM: 4. SOAP DISPENSER COVER IS MISSING. 7. CAN LIGHT IS OUT. PORTABLE 1: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 12. DRY ROT ON SIDING. TTT/ 2: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. TTT/ 3: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 12. FLASHING IS RUSTED/DETERIORATING. 13. HOLES ARE RUSTED THROUGH EAVES. WET & DIRTY CLASSROOM: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS LOOSE. 9. FAUCET HAS A DRIP.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			A1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. A5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. C3: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

				C5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. K1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. PORTABLE 1: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 12. DRY ROT ON SIDING. TTT/ 2: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. TTT/ B: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. WET & DIRTY CLASSROOM: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS LOOSE. 9. FAUCET HAS A DRIP.
Electrical		X		BOYS REST ROOM: 7. ONE CAN LIGHT IS OUT (HALLWAY). C2: 4. FLOOR TILES ARE BROKEN. 7. OUTLET COVER IS BROKEN. ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS. GIRLS REST ROOM: 4. SOAP DISPENSER COVER IS MISSING. 7. CAN LIGHT IS OUT. K3: 7. OUTLET COVER IS BROKEN. K5: 7. OUTLET COVER IS BROKEN. TTT/ B: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. TTT/ D: 7. ONE LIGHT DIFFUSER IS MISSING. EXTENSION CORD IS BEING PERMANENTLY USED. WET & DIRTY CLASSROOM: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS LOOSE. 9. FAUCET HAS A DRIP. WOMENS REST ROOM: 7. LIGHT DIFFUSERS ARE MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			COMMONS B: 9. DRINKING FOUNTAIN HAS A LOW FLOW. COMMONS C: 9. ONE DRINKING FOUNTAIN HAS A LOW FLOW. D3: 9. FAUCET HAS A DRIP. D4: 9. FAUCET HAS A DRIP. GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 9. ONE FAUCET HAS NO FLOW. UNISEX REST ROOM: 9. FAUCET LEAKS AT HANDLE. WET & DIRTY CLASSROOM: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS LOOSE. 9. FAUCET HAS A DRIP.
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

				A2: 4. CEILING TILE T-BAR IS BENT. 10. EVACUATION MAP IS NOT POSTED. B7/ BREAK OUT: 10. BURNED CANDLE IS PRESENT. D1: 10. EVACUATION MAP IS NOT POSTED. D2: 2. VENT IS RUSTED. 10. EVACUATION MAP IS NOT POSTED. D7/ RSP: 10. EVACUATION MAP IS NOT POSTED. E2: 10. EVACUATION MAP IS NOT POSTED. PORTABLE 1: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 12. DRY ROT ON SIDING. PORTABLE 2: 10. NO ROOM ID. 15. WEATHER STRIPPING IS BROKEN ON DOOR FRAME CREATING AN INJURY HAZARD.
Structural: Structural Damage, Roofs	X			PORTABLE 1: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 12. DRY ROT ON SIDING. TTT/ 3: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 12. FLASHING IS RUSTED/DETERIORATING. 13. HOLES ARE RUSTED THROUGH EAVES.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			A8/ BREAK OUT: 15. THRESHOLD IS MISSING ON INTERIOR DOOR. PLAYGROUNDS: 14. CARGO CLIMBER IS BROKEN IN KINDER PLAY AREA. PORTABLE 2: 10. NO ROOM ID. 15. WEATHER STRIPPING IS BROKEN ON DOOR FRAME CREATING AN INJURY HAZARD.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	27	28	53	53	46	47
Mathematics (grades 3-8 and 11)	37	35	53	53	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	176	164	93.18	6.82	27.61
Female	76	71	93.42	6.58	36.62
Male	100	93	93.00	7.00	20.65
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	23.53
Black or African American	--	--	--	--	--
Filipino	30	29	96.67	3.33	27.59
Hispanic or Latino	61	57	93.44	6.56	17.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	40.00
White	37	31	83.78	16.22	41.94
English Learners	25	22	88.00	12.00	4.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	79	92.94	7.06	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	29	76.32	23.68	3.45

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	176	166	94.32	5.68	35.15
Female	76	72	94.74	5.26	34.72
Male	100	94	94.00	6.00	35.48
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	43.75
Black or African American	--	--	--	--	--
Filipino	30	30	100.00	0.00	43.33
Hispanic or Latino	61	57	93.44	6.56	22.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	34.62
White	37	32	86.49	13.51	50.00
English Learners	25	22	88.00	12.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	78	91.76	8.24	20.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	32	84.21	15.79	12.90

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 for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.81	26.67	40.55	44.05	30.29	30.73

2023-24 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
All Students	60	60	100.00	0.00	26.67
Female	25	25	100.00	0.00	44.00
Male	35	35	100.00	0.00	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	31	100.00	0.00	16.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	17.65

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.

2023-24 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 requires only participation results 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
Grade 5	100	100	100	100	94

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.

2024-25 Opportunities for Parental Involvement

We have several opportunities for families to volunteer at school or at home. Families that are engaged in their child's education have children that succeed in school- both socially and academically.

Parents and community volunteers are a valued asset at Sunset Ridge. The PTO supports our academic and enrichment programs, as well as the social emotional learning of children. The PTO has identified field trips for all children as their priority. Our wonderful parent volunteers have opportunities to volunteer in the library, classrooms, serve as room parents, sell nutritious snacks after school, book fairs, school events, gardening, support academics in the classroom, and a variety of other ways. We have a strong school community whose members, parents, teachers, and staff, serve on the School Site Council and English Language Advisory Committee.
We have a dedicated room for the PTO that provides space for parent meetings and offers a social gathering place for parents to meet and plan out events and activities on a daily basis. Parents are highly encouraged to participate in all aspects of their children's school experience. The PTO recommends volunteering at least 5 hours a trimester. Through our Room Parent Program we reach out to all families and encourage their support. The Room Parents meet 4 times a year. Parents help organize classroom and school events. You can contact the PTO by email at sunsetridgepto@gmail.com. We have a DIAT parent group that supports and appreciates the diversity that is part of our school community. We are always looking for ways to meet parents needs. If you have ideas that will support the school, please feel free to contact Ellie Cundiff, Principal or a member of the PTO. We know that it takes a village to and look forward to doing the work together. We also have a partnership with Pacifica School Volunteers where they support placing community volunteers in the classroom.
We host a variety of family events including; Math Night, Family Reading Night, Back to School Night, Open House and PTO meetings.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	400	396	98	24.7
Female	194	190	39	20.5
Male	206	206	59	28.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	31	4	12.9
Black or African American	--	--	--	--
Filipino	62	62	6	9.7
Hispanic or Latino	148	145	50	34.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	69	69	14	20.3
White	80	79	19	24.1
English Learners	70	68	27	39.7
Foster Youth	--	--	--	--
Homeless	19	19	7	36.8
Socioeconomically Disadvantaged	191	189	71	37.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	69	69	25	36.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

	Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.08	0.48	1.75	1.29	0.77	1.57	3.17	3.6	3.28

This table displays expulsions data.

	Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.75	0.00
Female	1.03	0.00
Male	2.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.03	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.90	0.00
White	2.50	0.00
English Learners	1.43	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.80	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our goal is to build a community of learners where children are safe to take risks and learn from their mistakes. We have a team of staff members that have worked to develop school wide rules that focus on positive behaviors and focus on being problem solvers, always kind, willing to try, and staying safe. We have an anti-bullying pledge that clearly articulates

2024-25 School Safety Plan

appropriate behaviors. The entire schools takes the pledge when we celebrate "Stomp Out Bullying".
We have a campus that is secure and ask that all visitors check in with our school office to sign in and wear a yellow name badge. Recently we have had cameras installed around the outside perimeter of the school and had gates and fences installed to ensure all visitors enter through the main doors. Our office was remodeled so that it is the center of the school and easy to find. We revise our School Safety Plan annually and conduct monthly emergency drills and maintain emergency supplies, including food and water. Because we are located in earthquake territory our safety procedures focus on what to do during and following an earthquake. Drills also include instructions for evacuating buildings, search-and-rescue scenarios, and communication procedures. After each drill we conduct informal evaluation of procedures and evaluate what went well and what do we need to address. The School Safety Plan is reviewed, updated, and discussed with the school faculty annually.

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.

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
K	15	5	1	
1	16	3		
2	21	1	2	
3	21	1	2	
4	31		2	
5	26		3	
Other	10	3		

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	15	4	2	
1	22		3	
2	21	1	1	
3	21	1	1	
4	30		2	
5	28		2	
Other	13	2	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21		2	
1	22		2	
2	16	1	2	
3	22		2	
4	29		2	
5	28		2	
Other	14	2	1	

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$7,814	$1,073	$6,741	$76,534
District	N/A	N/A	$4,666	$75,772
Percent Difference - School Site and District	N/A	N/A	36.4	1.0
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-46.0	-20.6

Fiscal Year 2023-24 Types of Services Funded

Sunset Ridge provides support services for student engagement, attendance support, and social emotional learning needs of all students including: English Learners (ELs), Socio-economically Disadvantaged (SED), and Students with Disabilities (SWD). The Vice Principal specifically supports families with chronic absenteeism by meeting with families to find supports to get students to school. Home Visits are also part of our plan to address chronic absenteeism. We have a Spanish program based on the Foreign Language in Elementary Schools- FLES model. Children in grades K-5th grade have Spanish class twice a week that is provided by a certificated teacher.
Sunset Ridge uses site funds to provide a reading intervention teacher and support staff to work with students across grade levels. We also provide music and art classes. We provide before and after school academic centers. Our PTO allocates funding for field trips- paying for buses and entrance fees. The PTO also supports school wide events, assemblies, and community events. This year we are also using site funds for Spanish so all students in grades K-5th grade participate in our World Language program.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	$51,716	$57,839
Mid-Range Teacher Salary	$68,260	$90,040
Highest Teacher Salary	$95,543	$118,647
Average Principal Salary (Elementary)	$136,545	$144,639
Average Principal Salary (Middle)	$144,070	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$220,461	$229,986
Percent of Budget for Teacher Salaries	26.07	30.79
Percent of Budget for Administrative Salaries	7.5	5.71

Professional Development

Pacifica School District has three district-wide Professional Development Days. These three days are aligned with district-wide initiatives based on student achievement and school climate data. 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. In the 24-25 school year we

The Sunset Ridge Instructional Leadership Team meets on a monthly basis and examines the school's data and plans interventions programs for students. We have found that English Language Arts and vocabulary development are areas to focus on. The Literacy Committee meets regularly to plan professional development for the staff for Writing and Reading Workshop and plans the Family Reading Night. The Math Committee also meets on a regular basis and reviews data and plans professional development for each grade level. The committee has developed key academic vocabulary words that are essential to each grade level and planned Family Math Night.

For the 23-24 school year, the staff has participated in professional development on inclusion with support from Sam Drazin. We have created an inclusion vision statement with the staff. In 2024-2025 The Big 5, Zero Waste 101, Science of Reading, Technology & Academic Resources, PBIS, Step up to Writing.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3