

# Pacifica Home School Program

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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

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

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Pacifica Home School Program
<b>Street</b>	830 Rosita Road
<b>City, State, Zip</b>	Pacifica, CA, 94044
<b>Phone Number</b>	650-738-6615
<b>Principal</b>	Ray Avila
<b>E-mail Address</b>	ravila@pacificasd.org
<b>Web Site</b>	PSD Home School

<b>District Contact Information</b>	
<b>District Name</b>	Pacifica School District
<b>Phone Number</b>	650-738-6600
<b>Superintendent</b>	Dr. Wendy Tukloff
<b>E-mail Address</b>	ravila@pacificasd.org
<b>Web Site</b>	PSD

### School Description and Mission Statement (School Year 2017-18)

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 assistance to the parents in lesson planning, testing, and obtaining educational materials.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	1
Grade 1	4
Grade 2	1
Grade 4	3
Grade 5	2
Grade 6	4
Grade 7	6
Grade 8	6
<b>Total Enrollment</b>	<b>27</b>

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0
American Indian or Alaska Native	0
Asian	22.2
Filipino	3.7
Hispanic or Latino	40.7
Native Hawaiian or Pacific Islander	0
White	18.5
Two or More Races	14.8
Socioeconomically Disadvantaged	25.9
English Learners	14.8
Students with Disabilities	0
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential		1	1	133.41
Without Full Credential		0	0	6.5
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments *		0	0
Vacant Teacher Positions		0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Teachers College Reading and Writing Project (K-8)/2012 (Board Approved) Houghton Mifflin, A Legacy of Literacy (K-5)/2003, Prentice Hall, Timeless Voices Themes (6-8)/2002</p> <p>Kinder - Harcourt Brace Anthologies, the short books series, leveled Rigby PM Readers &amp; PM Plus, Dominie Press Letter Books, Houghton Mifflin Practice Book &amp; Phonics Activity Book as well as Printing and Number Practice</p> <p>Gr. 1-5 Houghton Mifflin Anthologies, leveled books, HM Practice Books</p> <p>Gr. 6-8 Prentice Hall Anthologies, leveled books, Everyday Spelling</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Bridges in Mathematics (2nd Edition)/2016; CPM Core Connections (6-8)/2014</p> <p>K-5 Singapore Math Textbooks &amp; Activity Books (apparently she is not using Bridges, although I thought she attended the P.D.??)</p> <p>6-8 CPM Core Connections</p>	Yes	0
<b>Science</b>	<p>FOSS California Edition (K-5)/2007; CPO Focus on Science, Earth Science (6), Life Science (7), Physical Science (8)/2007</p> <p>K Foss Science Resources (3 book series), HM Discovery Works Lesson Plans, small accompanying content books</p> <p>1st Foss Science Resources (3 book series), HM Discovery Works Textbook &amp; Workbook or HM California Science Textbook</p> <p>2nd Foss Science Resources (3 book series), HM Discovery Works Textbook &amp; Workbook</p> <p>Gr. 3-5 HM Discovery Works Textbook &amp; Workbook, Foss Science Resources Textbook</p> <p>Gr. 6-8 CPO Science Textbooks</p>	Yes	0
<b>History-Social Science</b>	<p>Houghton Mifflin, Social Studies (K-3)/2005; McGraw Hill, Adventures in Time &amp; Place (4-5)/2002; TCI History Alive! Ancient World (6), The Medieval World and Beyond (7), The US Through Industrialism (8)/2005</p> <p>K Harcourt Brace Practice Book My World and Me, HM History-Social Science PB My World and small accompanying content books</p> <p>1st HM History-Social Science PB, Scholastic Map Skills for Today</p> <p>Gr. 2-5 HM Textbook, HM History-Social Science PB, Scholastic Map Skills for Today</p> <p>Gr. 6-8 TCI History Alive Textbooks &amp; Interactive Notebooks</p>	Yes	0
<b>Health</b>	<p>Puberty Talk, Gr. 5/2016 (Health Connected); Teen Talk, Gr. 7/2016 (Health Connected); Glencoe Teen Health Course 1 &amp; 2, Project Alert (6-8)/2005</p>	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 10/20/17</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	B and C Wing: Some rooms have aging flooring in need of replacement
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		A Wing: Some window screens have minor damage. Rear parking lot asphalt deteriorated in some areas; concrete walkway along Rosita Rd leading to west end of A wing has several cracks in slab and uneven surface

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 10/20/17</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	50	62	57	58	48	48
Mathematics (grades 3-8 and 11)	23	43	49	54	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	21	95.45	61.9
Male	13	12	92.31	66.67

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	21	95.45	42.86
Male	13	12	92.31	50

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>		--		67		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.

**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)**

The Pacifica School District Home School Program is built upon parent involvement to support the curriculum that is being delivered to the student(s). Parents are also encouraged to participate in monthly study trips that are offered to the students enrolled in this program. These trips allow for experiential opportunities for the students involved. Parents are required to meet with the teacher of the Home School Program each trimester to review and discuss student progress.

**School Safety Plan (School Year 2017-18)**

The PSD Home School Program is embedded into the comprehensive safety plan for the Linda Mar Education Center. This plan was last approved in 2016 and shared with all the staff in the Linda Mar Education Center, including the teacher of the Home School Program.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6				3	5			4	5			
Other				12	1			11	1			

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	na
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,429	0	\$6,429	\$82,915
District	N/A	N/A		\$64,605
Percent Difference: School Site and District	N/A	N/A		34.8
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	13.2	15.8

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

## Types of Services Funded (Fiscal Year 2016-17)

This program is supported by a Full-Time teacher with a Multiple Subjects credential. 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 are provided individual and small group instruction throughout the academic school year.

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,729	\$47,034
Mid-Range Teacher Salary	\$62,760	\$73,126
Highest Teacher Salary	\$83,248	\$91,838
Average Principal Salary (Elementary)	\$130,531	\$116,119
Average Principal Salary (Middle)	\$133,714	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$215,960	\$178,388
Percent of Budget for Teacher Salaries	33%	37%
Percent of Budget for Administrative Salaries	7%	6%

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

## Professional Development (Most Recent Three Years)

The teacher in the Home School Program is provided the same professional development opportunities as all of the teachers in Pacifica School District receive. Most recent PD opportunities have included Teacher's College Writing and Reading Workshop and Bridges Math training. Due to the K-8 student population, the teacher in the Home School Program will periodically meet with our Middle School content teachers for collaboration on topics such as Science, Social Studies, Math and English Language Arts. The methods of professional development have included two all day district provided workshops, various grade level and content specific collaboration sessions after school, and trainings offered through the San Mateo County Office of Education that are topic specific.