

Pacifica Home School Program
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 2016-17)

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

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

School Description and Mission Statement (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	2
Grade 3	3
Grade 4	3
Grade 5	1
Grade 6	3
Grade 7	4
Grade 8	4
Total Enrollment	23

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0
Asian	8.7
Filipino	0
Hispanic or Latino	43.5
Native Hawaiian or Pacific Islander	0
White	34.8
Two or More Races	8.7
Socioeconomically Disadvantaged	52.2
English Learners	13
Students with Disabilities	0
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential			1	129
Without Full Credential			0	11.09
Teaching Outside Subject Area of Competence (with full credential)			0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments *			0
Vacant Teacher Positions			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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.3	6.7
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	93.0	7.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

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 & PM Plus, Dominie Press Letter Books, Houghton Mifflin Practice Book & 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
Mathematics	<p>Bridges in Mathematics (2nd Edition)/2016; CPM Core Connections (6-8)/2014</p> <p>K-5 Singapore Math Textbooks & 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
Science	<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 & Workbook or HM California Science Textbook</p> <p>2nd Foss Science Resources (3 book series), HM Discovery Works Textbook & Workbook</p> <p>Gr. 3-5 HM Discovery Works Textbook & Workbook, Foss Science Resources Textbook</p> <p>Gr. 6-8 CPO Science Textbooks</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Houghton Mifflin, Social Studies (K-3)/2005; McGraw Hill, Adventures in Time & Place (4-5)/2002; TCI History Alive! Ancient World (6), The Medieval World and Beyond (7), The US Through Industrialism (8)/2005 K Harcourt Brace Practice Book My World and Me, HM History-Social Science PB My World and small accompanying content books 1st HM History-Social Science PB, Scholastic Map Skills for Today Gr. 2-5 HM Textbook, HM History-Social Science PB, Scholastic Map Skills for Today Gr. 6-8 TCI History Alive Textbooks & Interactive Notebooks	Yes	0
Foreign Language	N/A		
Health	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
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks/Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:				
Overall Rating	Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy		50		57		48
Mathematics		23		49		36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)			--			67			54

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions									
Expulsions									

School Safety Plan (School Year 2016-17)

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 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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+

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
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 2014-15)

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		\$61,513
Percent Difference: School Site and District	N/A	N/A		34.8
State	N/A	N/A	\$5,677	\$71,610
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 2015-16)

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 at provided individual and small group instruction throughout the academic school year.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,944	\$44,507
Mid-Range Teacher Salary	\$60,346	\$68,910
Highest Teacher Salary	\$77,963	\$88,330
Average Principal Salary (Elementary)	\$114,504	\$111,481
Average Principal Salary (Middle)	\$113,880	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$206,006	\$169,821
Percent of Budget for Teacher Salaries	34%	39%
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.