

Pacifica Home School Program & Preschool SDCs

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

| | |
|---|---|
| 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/ . |

2025-26 School Contact Information

| | |
|--|---|
| School Name | Pacifica Home School Program & Preschool SDCs |
| Street | 1283 Terra Nova Blvd |
| City, State, Zip | Pacifica, CA, 94044 |
| Phone Number | (650) 738-6670 |
| Principal | Martha Ladd |
| Email Address | mladd@pacificasd.org |
| School Website | https://www.pacificasd.org/District/70-Home-School-Information.html |
| Grade Span | K-8 |
| County-District-School (CDS) Code | |

2025-26 District Contact Information

| | |
|-------------------------|--------------------------|
| District Name | Pacifica School District |
| Phone Number | (650)-738-6600 |
| Superintendent | Dr. Carisa Bowman |
| Email Address | cbowman@pacificasd.org |
| District Website | www.pacificasd.org |

2025-26 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 Ortega Elementary School.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|--------------------------------|--------------------|
| Transitional Kindergarten (TK) | 1 |
| Kindergarten | 1 |
| Grade 1 | 0 |
| Grade 2 | 1 |
| Grade 3 | |
| Grade 4 | 1 |
| Grade 5 | 1 |
| Grade 6 | 2 |
| Grade 7 | 2 |
| Grade 8 | |
| Total Enrollment | 9 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 41.7 |
| Male | 58.3 |
| Asian | 8.3 |
| Black or African American | 16.7 |
| Hispanic or Latino | 41.7 |
| White | 33.3 |
| Socioeconomically Disadvantaged | 58.3 |
| Students with Disabilities | 16.7 |

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.

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) | 1.0 | 100 | 1 | 100 | 234405.2 | 84.01 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 0 | 0 | | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 0 | 0 | | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 0 | 0 | | 4.28 |
| Unknown/Incomplete/NA | 0 | 0 | 0 | 0 | | 5.67 |
| Total Teaching Positions | 1 | 100 | 1 | 100 | | 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.

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) | 1.1 | 55.5 | 114.2 | 88.19 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1 | 0.77 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 10.9 | 8.42 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.8 | 44 | 2.3 | 1.84 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 1 | 0.77 | 14303.8 | 5.15 |
| Total Teaching Positions | 2 | 100 | 129.5 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 1.1 | 55.5 | 96.4 | 75.97 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 2.7 | 2.17 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 26.8 | 21.15 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.8 | 44 | 0.8 | 0.69 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 0 | 0 | 13705.8 | 4.91 |
| Total Teaching Positions | 2 | 100 | 126.9 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.00 | 0 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 0 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.80 | 0.8 | 0.8 |
| Total Out-of-Field Teachers | 0.80 | 0.8 | 0.8 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | December 2023 |
|---|--|--|
| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | Teachers College Reading and Writing Project (K-8)/2012 Open Court (K-5)/2003, Carus Publishing, Timeless Voices Themes (6-8)/2002 | 0 |
| Mathematics | Bridges in Mathematics (2nd Edition)/2016; CPM Core Connections (6-8)/2014 K-5 Singapore Math Textbooks & Activity Books | 0 |
| Science | Carolina Building Blocks of Science(TK-5)/2023 California HMH Science Dimensions (6-8) 2020 | 0 |
| History-Social Science | 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 | 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 | 0 |
| Visual and Performing Arts | N/A | |
| Science Laboratory Equipment (grades 9-12) | N/A | |

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

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

07012024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | : |
| Interior: 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. |
| Cleanliness: 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. |
| Electrical | X | | | 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. 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. B14: 7. OUTLET COVER IS BROKEN. ELECTRICAL CONDUIT IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. MPR: 7. MULTIPLE LIGHT COVERS ARE MISSING. MULTIPLE LIGHT FIXTURES ARE OUT. |

School Facility Conditions and Planned Improvements

| | | | |
|--|--|---|--|
| | | | <p>PRINCIPAL: 7. CLOCK IS MISSING EXPOSING WIRES. UNISEX REST ROOM: 7. LIGHT IS OUT. LIGHT COVER IS MISSING.</p> |
| <p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p> | | 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. 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. B15: 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. B16: 9. DRINKING FOUNTAIN HAS A LOW FLOW. B7: 9. FAUCET LEAKS AT HANDLE. BOYS REST ROOM: 8. ONE URINAL IS OUT OF ORDER. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON CEILING. BOYS REST ROOM: 9. ONE FAUCET HAS A DRIP. BOYS REST ROOM: 9. SINK CAP IS MISSING. GIRLS REST ROOM: 9. SINK CAPS ARE MISSING. MENS REST ROOM: 9. FAUCET LEAKS AT HANDLE. WOMENS REST ROOM: 9. FAUCET HAS A DRIP. SINK CAPS ARE MISSING. WORK ROOM: 9. FAUCET HAS A DRIP.</p> |
| <p>Safety: Fire Safety, Hazardous Materials</p> | | 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. A-2: 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING. A-3: 10. 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-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. 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-8: 10. EVACUATION MAP IS NOT POSTED. 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> |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|---|
| | | | | B14: 7. OUTLET COVER IS BROKEN. ELECTRICAL CONDUIT IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. BOYS REST ROOM: 8. ONE URINAL IS OUT OF ORDER. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON CEILING. |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | X | | | ADMIN: 14. TRIP HAZARDS ON WALKWAY. PLAYGROUNDS: 14. NON-PUBLIC USE PLAY EQUIPMENT IS PRESENT. |

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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 20 | | 53 | 54 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 40 | | 53 | 52 | 35 | 37 |

2024-25 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 | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|--|----|----|----|----|----|
| White | -- | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2024-25 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 | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|--|----|----|----|----|----|
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8 and high school) | -- | -- | 44.05 | 43.18 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

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

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

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.

2024-25 California Physical Fitness Test Participation Rates

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 |
|-------------|----------------------------------|--|---|---|-----------------------------|
|-------------|----------------------------------|--|---|---|-----------------------------|

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.

2025-26 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. Independent Study Homeschool teachers also encourage parents to contact them as needed to ask questions and consult about their students' progress.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 14 | 14 | 0 | 0.0 |
| Female | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.77 | 1.57 | 1.22 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 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 | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 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.

2025-26 School Safety Plan

The PSD Home School Program is embedded into the comprehensive safety plan for the Ortega Elementary School. This plan was last approved in 2026 and shared with all the staff in the Ortega Elementary School, including the teacher of the Independent Study 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.

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK | 1 | 1 | | |
| 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 |

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 | 0 | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 |
| 4 | 3 | 1 | 0 | 0 |
| 5 | 2 | 1 | 0 | 0 |
| 6 | 1 | 6 | 0 | 0 |
| Other | 7 | 1 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 1 | 1 | | |
| 1 | 1 | 1 | | |
| 3 | 1 | 1 | | |
| 4 | 1 | 1 | | |
| 5 | 3 | 1 | | |

2024-25 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 |

2024-25 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 | |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | \$76,602 |
| Percent Difference - School Site and District | N/A | N/A | 120.7 | 1.9 |
| State | N/A | N/A | \$11,146 | \$100,089 |
| Percent Difference - School Site and State | N/A | N/A | 54.7 | -19.8 |

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

opportunity to work with volunteers from the Pacifica Resource Center, when possible, to apply their knowledge gained through this alternative instructional model.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$51,606 | \$61,516 |
| Mid-Range Teacher Salary | \$74,725 | \$95,479 |
| Highest Teacher Salary | \$97,454 | \$125,208 |
| Average Principal Salary (Elementary) | \$143,378 | \$152,668 |
| Average Principal Salary (Middle) | \$146,875 | \$156,487 |
| Average Principal Salary (High) | | \$165,427 |
| Superintendent Salary | \$233,000 | \$242,781 |
| Percent of Budget for Teacher Salaries | 26.53% | 29.76% |
| Percent of Budget for Administrative Salaries | 6.63% | 5.74% |

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 2025-2026 our professional development was on the Big Five emergency procedures and the learning the new literacy program Open Court (TK-5th Grade ELA Program). We continue to have training sessions around student and staff physical and emotional well-being and reviewing the BIG 5, CASEL framework and our SEL Curriculum School and Community and PBIS Framework as part of the District's development of a comprehensive MTSS framework focusing on the whole child (academics, behavior and mental health/social emotional learning). The District has also launched training in Project Based Learning. The development of this instructional framework in the Independent Homeschool Program will be a critical component to student success in the coming years.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | | |