

Sunset Ridge Elementary School

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	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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

The colocation of Sunset Ridge and Ocean Shore schools was founded on the shared vision of providing a rigorous, engaging, and supportive learning environment for all children. While sharing a campus, each school maintains a distinct yet complementary culture, united by a dedication to student success.

Our program is built on the unique strengths of both Sunset Ridge and Ocean Shore schools. We prioritize both academic growth and social-emotional learning (SEL). We are committed to using best teaching practices to meet the needs of the whole child and promote critical thinking. Our nurturing environment focuses on actively engaging students as creative problem-solvers. This year, we have further deepened this commitment through enhanced implementation of project-based learning, providing hands-on, inquiry-driven experiences that build essential collaboration and real-world application skills.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	46
Grade 2	45
Grade 3	57
Grade 4	58
Grade 5	54
Total Enrollment	348

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
American Indian or Alaska Native	0.3
Asian	7.5
Black or African American	2
Filipino	15.8
Hispanic or Latino	37.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	17
White	19.3
English Learners	17
Foster Youth	0.3
Homeless	4
Socioeconomically Disadvantaged	41.7
Students with Disabilities	13.5

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)	18.1	78.44	113.1	84.66	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.75	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	8.62	10.8	8.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	0.64	11953.1	4.28
Unknown/Incomplete/NA	3	12.94	7.8	5.84	15831.9	5.67
Total Teaching Positions	23.1	100	133.6	100	279044.8	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)	16.1	80.19	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)	3	14.86	10.9	8.42	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.3	1.84	11746.9	4.23
Unknown/Incomplete/NA	1	4.95	1	0.77	14303.8	5.15
Total Teaching Positions	20.1	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)	14.2	78.08	96.4	75.97	230039.4	100
Intern Credential Holders Properly Assigned	1	5.48	2.7	2.17	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	16.44	26.8	21.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	0.69	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	18.2	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	1.00	0	0
Misassignments	1.00	3	3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	3	3

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	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	5	15.7	12.5
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	4.7	5

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		07/01/2024
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/2012 Board Approved	0
Mathematics	Bridges in Mathematics (2nd Edition)/2016 Board Approved	0
Science	Carolina Building Blocks of Science(TK-5)/2023	0
History-Social Science	Houghton Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002	0
Foreign Language	N/A	
Health	Puberty Talk, Gr. 5/2016 (Health Connected) The Puberty Workshop (5)/2013	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

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
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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

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

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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)	28	32	53	54	47	48
Mathematics (grades 3-8 and 11)	35	34	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	170	170	100.00	0.00	32.35
Female	90	90	100.00	0.00	33.33
Male	80	80	100.00	0.00	31.25
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	46.15
Black or African American	--	--	--	--	--
Filipino	32	32	100.00	0.00	28.13
Hispanic or Latino	59	59	100.00	0.00	27.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	32	100.00	0.00	34.38
White	30	30	100.00	0.00	43.33
English Learners	26	26	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	70	100.00	0.00	22.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	8.00

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	170	169	99.41	0.59	34.32
Female	90	90	100.00	0.00	30.00
Male	80	79	98.75	1.25	39.24
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	53.85
Black or African American	--	--	--	--	--
Filipino	32	32	100.00	0.00	34.38
Hispanic or Latino	59	59	100.00	0.00	28.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	32	100.00	0.00	37.50
White	30	29	96.67	3.33	34.48
English Learners	26	26	100.00	0.00	11.54
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	70	100.00	0.00	24.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	8.33

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)	26.67	25.93	44.05	43.18	30.73	32.33

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	54	54	100.00	0.00	25.93
Female	27	27	100.00	0.00	29.63
Male	27	27	100.00	0.00	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	21	21	100.00	0.00	23.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	18.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	13.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

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
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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

Sunset Ridge and Ocean Shore place a high value on family engagement, recognizing it as a direct link to student social and academic success. We emphasize a broad array of volunteer opportunities in order to support our students. There are two active PTOs with a shared priority for funding field trips, and offering varied ways to contribute, ranging from library, art and classroom help to organizing book fairs, selling snacks, and supporting academics. We have outstanding Room Parents/Ombuds programs, as well as groups focused on building collaboration around diversity. There are opportunities for families to volunteer in gardening and supporting children. We actively encourage participation and embrace diversity. Finally, "Oceans 411" is a week-long deep dive into learning where parents, staff, and students collaboratively learn about the ocean.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	374	363	87	24.0
Female	189	183	47	25.7
Male	185	180	40	22.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	27	3	11.1
Black or African American	--	--	--	--
Filipino	57	57	5	8.8
Hispanic or Latino	142	138	46	33.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	62	61	14	23.0
White	72	69	14	20.3
English Learners	62	61	23	37.7
Foster Youth	--	--	--	--
Homeless	17	17	8	47.1
Socioeconomically Disadvantaged	165	159	56	35.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	71	70	22	31.4

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
0.48	1.75	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

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 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.

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	0
1	22	0	3	0
2	21	1	1	0
3	21	1	1	0
4	30	0	2	0
5	28	0	2	0
6	0	0	0	0
Other	13	2	1	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	21	0	2	0
1	22	0	2	0
2	16	1	2	0
3	22	0	2	0
4	29	0	2	0
5	28	0	2	0
6	0	0	0	0
Other	14	2	1	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	24		2	
1	22		2	
2	21	1	1	
3	22		2	
4	23	1	1	
5	25	1	1	
Other	13	2	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	380

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)	1
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	\$7,814	\$1,073	\$6,741	\$76,534
District	N/A	N/A	\$4,666	\$76,602
Percent Difference - School Site and District	N/A	N/A	36.4	1.0
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-46.0	-20.6

Fiscal Year 2024-25 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 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. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	