

# Pacifica Home School Program & Preschool SDCs

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Pacifica Home School Program & Preschool SDCs
<b>Street</b>	830 Rosita Road
<b>City, State, Zip</b>	Pacifica, CA, 94044
<b>Phone Number</b>	650-738-6615
<b>Principal</b>	John Bartfield
<b>Email Address</b>	<a href="mailto:jbartfield@pacificasd.org">jbartfield@pacificasd.org</a>
<b>School Website</b>	<a href="http://pacificaredesign.cyberschool.com/LMEC/">http://pacificaredesign.cyberschool.com/LMEC/</a>
<b>County-District-School (CDS) Code</b>	

## 2022-23 District Contact Information

<b>District Name</b>	Pacifica School District
<b>Phone Number</b>	650-738-6600
<b>Superintendent</b>	Heather Olsen
<b>Email Address</b>	<a href="mailto:holsen@pacificasd.org">holsen@pacificasd.org</a>
<b>District Website Address</b>	<a href="http://www.pacificasd.org">www.pacificasd.org</a>

## 2022-23 School Overview

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 Lindamar Educational Center.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
<b>Total Teachers Without Credentials and Misassignments</b>		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
<b>Total Out-of-Field Teachers</b>		

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Teachers College Reading and Writing Project (K-8)/2012 Houghton Mifflin, A Legacy of Literacy (K-5)/2003, Prentice Hall, Timeless Voices Themes (6-8)/2002	Yes	0
<b>Mathematics</b>	Bridges in Mathematics (2nd Edition)/2016; CPM Core Connections (6-8)/2014  K-5 Singapore Math Textbooks & Activity Books	Yes	0

<b>Science</b>	FOSS California Edition (K-5)/2007; CPO Focus on Science, Earth Science (6), Life Science (7), Physical Science (8)/2007 California HMH Science Dimensions (6-8)/2019	Yes	0
<b>History-Social Science</b>	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	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	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
<b>Visual and Performing Arts</b>	N/A		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

## School Facility Conditions and Planned Improvements

<b>Year and month of the most recent FIT report</b>				8/17/2022
<b>System Inspected</b>	<b>Rate Good</b>	<b>Rate Fair</b>	<b>Rate Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces		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.</p> <p>A-4: 4. CEILING TILE IS BROKEN (HALLWAY). 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>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.</p> <p>A-7: 4. CARPET IS TORN. 7. ONE CAN LIGHT IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>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> <p>B6: 4. CARPET SQUARES ARE LOOSE.</p>

## School Facility Conditions and Planned Improvements

<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<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.</p>
<p><b>Electrical</b></p>		<p>X</p>	<p>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 (HALLWAY) 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.  PRINCIPAL: 7. CLOCK IS MISSING EXPOSING WIRES.  UNISEX REST ROOM: 7. LIGHT IS OUT. LIGHT COVER IS MISSING.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>		<p>X</p>	<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.</p>

## School Facility Conditions and Planned Improvements

			<p>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><b>Safety:</b>          Fire Safety, Hazardous Materials</p>		<p>X</p>	<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 (HALLWAY) 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.</p>

## School Facility Conditions and Planned Improvements

				<p>A-8: 10. EVACUATION MAP IS NOT POSTED.</p> <p>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> <p>B14: 7. OUTLET COVER IS BROKEN. ELECTRICAL CONDUIT IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>BOYS REST ROOM: 8. ONE URINAL IS OUT OF ORDER. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON CEILING.</p>
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>ADMIN: 14. TRIP HAZARDS ON WALKWAY.</p> <p>PLAYGROUNDS: 14. NON-PUBLIC USE PLAY EQUIPMENT IS PRESENT.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A		N/A		N/A	
<b>Mathematics</b> (grades 3-8 and 11)	N/A		N/A		N/A	

## 2021-22 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 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.

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					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2021-22 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 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.

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					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)						

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## 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.

## 2022-23 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. Homeschool teachers also encourage parents to contact them as needed to ask questions and consult about their students' progress.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
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				

## 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
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		

## 2022-23 School Safety Plan

The PSD Home School Program is embedded into the comprehensive safety plan for the Linda Mar Education Center. This plan was last approved in 2022 and shared with all the staff in the Linda Mar Education Center, including the teacher of the 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.

#### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
2				
3				
4				
5				
6				

#### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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				
2				
3				
4				
5				
6				

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2021-22 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
<b>Pupils to Academic Counselor</b>	

## 2021-22 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$13,643	\$7,752	\$5,891	\$77,207
District	N/A	N/A	\$7,132	
Percent Difference - School Site and District	N/A	N/A	-19.1	19.6
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-30.8	1.9

## 2021-22 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 opportunity to work with volunteers from the Pacifica Resource Center, when possible, to apply their knowledge gained through this alternative instructional model.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 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. Most recent PD opportunities have included training on i-Ready-an assessment and learning system that the District has begun utilizing this school year. Homeschool teachers have also received training on virtual platforms that are utilized for student check-ins and daily live interaction with parents and students. Due to the K-8 student population, the teacher in the Home School Program will periodically meet with our Elementary Middle School content teachers and special education 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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	3	3