

Pacifica Home School Program

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|-----------------------------------|------------------------------|
| School Name | Pacifica Home School Program |
| Street | 830 Rosita Road |
| City, State, Zip | Pacifica, CA, 94044 |
| Phone Number | 650-738-6615 |
| Principal | Julie Carrillo |
| Email Address | jcarrillo@pacificasd.org |
| Website | PSD Home School |
| County-District-School (CDS) Code | |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|--------------------------|
| District Name | Pacifica School District |
| Phone Number | 650-738-6600 |
| Superintendent | Heather Olsen |
| Email Address | holsen@pacificasd.org |
| Website | PSD |

School Description and Mission Statement (School Year 2020-2021)

The Homeschool Program is open to parents of K-8 students who wish to teach their child/ren at home full time. It allows parents to design a program based on their child's individual learning style and to monitor his/her progress. An experienced, credentialed teacher provides assistance to the parents in lesson planning, testing, and obtaining educational materials.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 1 |
| Grade 2 | 4 |
| Grade 3 | 2 |
| Grade 4 | 4 |
| Grade 6 | 4 |
| Grade 7 | 6 |
| Grade 8 | 8 |
| Total Enrollment | 29 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Asian | 13.8 |
| Filipino | 3.4 |
| Hispanic or Latino | 27.6 |
| White | 44.8 |
| Two or More Races | 10.3 |
| Socioeconomically Disadvantaged | 31 |
| English Learners | 10.3 |
| Homeless | |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 1 | 1 | 3.44 | 131.46 |
| Without Full Credential | 0 | 0 | 0 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Reading/Language Arts | 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 |
| Mathematics | Bridges in Mathematics (2nd Edition)/2016; CPM Core Connections (6-8)/2014 K-5 Singapore Math Textbooks & Activity Books | Yes | 0 |
| Science | 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 |
| 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 | Yes | 0 |
| Health | Puberty Talk, Gr. 5/2016 (Health Connected); Teen Talk, Gr. 7/2016 (Health Connected); Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005 | Yes | 0 |

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 12/20/18

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Fair | |
| Interior: Interior Surfaces | Poor | B and C Wing: Some rooms have aging flooring in need of replacement |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Fair | During next retrofit project, replacement with newer LED light fixtures should be done. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Fair | A Wing: Some window screens have minor damage. Rear parking lot asphalt deteriorated in some areas; concrete walkway along Rosita Rd leading to west end of A wing has several cracks in slab and uneven surface Modular Building - HVAC components are outdated, aged electrical, outdated fire alarm system. |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 59 | N/A | 60 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 38 | N/A | 57 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | -- | N/A | 42 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.0 | 0.0 | 1.5 | 1.4 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | TBD | TBD | TBD |
| Expulsions | TBD | TBD | TBD |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 7 | 1 | | | 15 | 1 | | | 1 | | 1 | |
| 2 | | | | | | | | | 4 | | | 1 |
| 3 | | | | | | | | | 2 | 1 | | |
| 4 | | | | | | | | | 4 | 1 | | |
| 6 | | | | | 7 | 5 | | | 4 | 7 | | |

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 0 |

*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.

Student Support Services Staff (School Year 2019-2020)

| 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 | |

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------------|---|---|------------------------------|
| School Site | \$25,456 | \$19,266 | \$6,190 | \$84,028 |
| District | N/A | N/A | \$7,219 | \$69,032 |
| Percent Difference - School Site and District | N/A | N/A | -15.3 | 19.6 |
| State | N/A | N/A | \$7,750 | \$80,565 |
| Percent Difference - School Site and State | N/A | N/A | -22.4 | 4.2 |

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

Types of Services Funded (Fiscal Year 2019-2020)

This program is supported by a Full-Time teacher with a Multiple Subjects credential. The PSD adopted curriculum is utilized for the students enrolled in this program along with various supplementary materials to support individual student's needs. Project based learning is a common instructional strategy, specifically in the areas of Science and Social Studies. Students have an opportunity to work with volunteers from the Pacifica Resource Center to apply their knowledge gained through this alternative instructional model.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,977 | \$50,574 |
| Mid-Range Teacher Salary | \$66,272 | \$76,649 |
| Highest Teacher Salary | \$87,906 | \$98,993 |
| Average Principal Salary (Elementary) | \$135,232 | \$125,150 |
| Average Principal Salary (Middle) | \$134,496 | \$129,394 |
| Average Principal Salary (High) | | \$122,053 |
| Superintendent Salary | \$202,000 | \$193,925 |
| Percent of Budget for Teacher Salaries | 31.0 | 34.0 |
| Percent of Budget for Administrative Salaries | 7.0 | 6.0 |

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

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 4 |

Pacifica School District has three district-wide Professional Development Days. These 3 days have focuses aligned to district-wide initiatives which are based on student achievement and school climate data. In 2018-2019, the first district-wide PD day focused on school safety. The second day focused on the foundations to implementation of English Language Development. The third day was a menu of options with a focus on STEAM and History Social Science. In 2019-2020, the first day was focused on The BIG 5 and a School Site Safety Procedures and Plan. The second day was focused on Restorative Practices. The third day was site-based with a focus on school and district-wide initiatives of Family Engagement, Cycle of Inquiry/Improvement Science, Restorative Practices, Readers/Writers Workshop and the 6-8 Science Adoption. Pacifica School District provides our new teachers and staff with Curricular-based Professional Development each year, including Readers/Writers Workshop, TCRWP ELD, Bridges Mathematics, CPM Math and Fountas and Pinnell Reading Assessments trainings. In 2020-2021, the first two district wide professional development days focused on preparing for starting off the school year in full distance learning. Staff participated in accelerated learning training and the promotion of Social and Emotional development as we started the year from a distance. The third day's focus was on the San Mateo County Pandemic Recovery Framework, development of a report card standards and social emotional wellness specifically self care and trauma using the Community Resiliency Model. The fourth professional development day included training on Health and Safety and on the social emotional learning curriculum Caring School Communities.

The teachers in the Home School Program is provided the same professional development opportunities as all of the teachers in Pacifica School District receive. Most recent PD opportunities have included training utilizing technology and on Caring School Community, a social and emotional health curriculum. Due to the K-8 student population, the teacher in the Home School Program will periodically meet with our 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.