

# Sunset Ridge Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Sunset Ridge Elementary School
Street	340 Inverness Drive
City, State, Zip	Pacifica, CA 94044
Phone Number	(650) 738-6687
Principal	Ellie Cundiff
Email Address	ecundiff@pacificasd.org
Website	<a href="http://pacificasd.org/SRE/">http://pacificasd.org/SRE/</a>
County-District-School (CDS) Code	41-68932-6044069

Entity	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>	holsen@pacificasd.org
<b>Website</b>	www.pacificasd.org

## School Description and Mission Statement (School Year 2019-20)

The hallmark of Sunset Ridge's culture of success is our focus on both academic growth and social emotional learning of each student. Through teamwork and collaboration we have build a school community that supports all students reaching their full potential. At Sunset Ridge we believe that all students can learn and that all students can exceed the high standards set by the teachers and administration. All teachers and staff are dedicated to building a community of learners. We have been successful in meeting students' needs for several reasons. We concentrate on four key program elements: literacy, a well balanced curriculum, student support systems, and community and family involvement. Our school culture is committed to using best practices in teaching all students; collaboration between staff, parents, and the community; and to meeting the different academic and developmental needs of the whole child. Sunset Ridge has developed an outstanding learning environment that promotes critical thinking. The parents and staff are dedicated to helping Sunset Ridge students shine. Excellence through Diversity is our motto.

Sunset Ridge has extensive technology throughout the school with one computer lab for Transitional Kindergarten through first grade. We have 5 computer carts for 2nd and 3rd grades. We are one to one with chromebooks in 4th and 5th grades. Students are able to do a wide variety of activities on the computers that support 21st Century skills and academic development. In addition to the labs and carts, teachers have technology in their that they use to engage students in learning.

Sunset Ridge has established a welcoming and caring community by incorporating community building events throughout the school year. One of our cherished monthly activities is "Family Day". This is a very successful program where one child from each grade level is placed in a school family. The 5th grader is the facilitator of the activity and helps their "family" get to know each other. This not only enhances the sense of community at our school, but students learn leadership skills at the same time. We also get together as a whole school each Monday morning to share information and to celebrate things that are going well. We have an outstanding student leadership program. Our Student Council consists of 2 students from each classroom in 4th and 5th grades. Students meet on a monthly basis and plan activities. In the past, students raised over two thousand dollars for Pennies for Patients, the American Heart Association, and for UNICEF. I am very proud of the students and impressed with their leadership skills and dedication to our community. Parent involvement is key to student success. It is our goal to continue to increase parent involvement and enhance our community spirit.

We have a variety of programs that meet the needs of all children. We have a music program for all students. TK-2 graders are provided music at least once a week through Rhythm and Moves. . Our 3rd through 5th grade students receive music through the Pacifica Education Foundation (PEF). We also have a science teacher that provides hands-on science experiments for grades 2-5th grade. We are very excited about our Foreign Language in Elementary Schools (FLES) program that provides Spanish to students K-5th grade two times per week and an additional session on the computer. In addition to our Spanish program, we have an outstanding art program supported through a grant from Sanchez Art Center. This program provides an artist and teacher for all of our students TK- 5th grades. Our 4th and 5th graders also have PE with a certificated PE teacher to support them with the general PE program that is happening everyday.

We have an active PTO that organizes activities and raises funds for field trips, assemblies, and other great programs that focus on the needs of our children. The PTO supports after school enrichment activities like Chess Club, Yoga, Stem, Poetry Club, and martial arts club. We also have Spindrift School of the Performing Arts at Sunset Ridge. They provide a variety of drama and dance programs after school. We have a wonderful Room Parent program that provides the continuity between the PTO and the classroom. They organize our annual book exchange program, our annual Pancake Breakfast basket auction, and support our teachers each and every day. There are numerous ways to help out and make a difference.

Sunset Ridge has a full time counselor. The counselor works with children and families in order to support the child through social skills groups or individual counseling depending on individual needs. Family services are also provided. The counselor is resource for families and can put families in contact with community services. Services can be provided after school as well.

We have a wonderful outdoor classroom called " The Oversea". The Oversea is a deck that was build in the shape of a whale's tail and looks over the city of Pacifica and the Pacific Ocean. Classrooms use the Oversea to do observations, as a place to write, as a place to learn our about our environment as well as watch for migrating whales. The deck was built through the PTA and community support in a truly collaborative manner. We are lucky to have a community that values educating the whole child. We also have a vegetable and flower garden where students are encouraged to get their hands dirty as they learn. We have added an additional garden at the front of the campus with support from Recology of the Coast and Healthy Planet.

Ellie Cundiff, Principal

#### **Student Enrollment by Grade Level (School Year 2018-19)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	121
<b>Grade 1</b>	79
<b>Grade 2</b>	102
<b>Grade 3</b>	93
<b>Grade 4</b>	66
<b>Grade 5</b>	78
<b>Total Enrollment</b>	539

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.4
Asian	10.2
Filipino	23.9
Hispanic or Latino	33.6
Native Hawaiian or Pacific Islander	0.6
White	18.2
Two or More Races	11.3
Socioeconomically Disadvantaged	37.1
English Learners	21.7
Students with Disabilities	8.3
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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23.61	23.41	22.4	130.1
Without Full Credential	2	2	2.0	3.5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

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/2012 Board Approved	Yes	0
Mathematics	Bridges in Mathematics (2nd Edition)/2016 Board Approved	Yes	0
Science	FOSS California Edition (K-5)/2007	Yes	0
History-Social Science	Houghton Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002	Yes	0
Health	Puberty Talk, Gr. 5/2016 (Health Connected) The Puberty Workshop (5)/2013	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

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.

### School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: 12/20/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	39	37	60	60	50	50
<b>Mathematics (grades 3-8 and 11)</b>	46	44	58	57	38	39

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	241	99.59	0.41	36.67
Male	127	126	99.21	0.79	36.80
Female	115	115	100.00	0.00	36.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	42.86
Filipino	53	52	98.11	1.89	38.46
Hispanic or Latino	87	87	100.00	0.00	26.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	33	100.00	0.00	42.42
Two or More Races	38	38	100.00	0.00	42.11
Socioeconomically Disadvantaged	99	99	100.00	0.00	24.49
English Learners	62	62	100.00	0.00	22.58
Students with Disabilities	24	23	95.83	4.17	8.70
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	241	99.59	0.41	43.57
Male	127	126	99.21	0.79	53.97
Female	115	115	100.00	0.00	32.17

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	71.43
Filipino	53	52	98.11	1.89	42.31
Hispanic or Latino	87	87	100.00	0.00	31.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	33	100.00	0.00	48.48
Two or More Races	38	38	100.00	0.00	50.00
Socioeconomically Disadvantaged	99	99	100.00	0.00	35.35
English Learners	62	62	100.00	0.00	30.65
Students with Disabilities	24	23	95.83	4.17	26.09
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.



### 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 2018-19)

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	28.0	25.6	19.5

Note: 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.

### 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 2019-20)

A Sunset Ridge team consisting of administrators, teachers, staff and parents came together for a two day Parent Engagement Learning Institute designed to build the capacity of the school team to develop, implement and evaluate family engagement practices that lead to increased academic outcomes. At the Institute the team learn to align family engagement practices with School Plan for Student Achievement and LCAP goals and priorities and to develop, implement and evaluate family engagement practices as professional learning community. The team meet for follow-up meetings to execute the plan, evaluate their practices and develop additional actions.

Parents and community volunteers are a valued asset at Sunset Ridge. The PTO supports our academic and enrichment programs, as well as the social emotional learning of children. The PTO has identified field trips for all children as their priority. Our wonderful parent volunteers have opportunities to volunteer in the library, classrooms, serve as room parents, sell nutritious snacks after school, book fairs, school events, gardening, support academics in the classroom, and a variety of other ways. We have a strong school community whose members, parents, teachers, and staff, serve on the School Site Council and English Language Advisory Committee.

A parent room at the entrance of our school that provides space for PTO meetings and offers a social gathering place for parents to meet and plan out events and activities on a daily basis. Parents are highly encourage parents to participate in all aspects of their children's school experience. The PTO recommends volunteering at least 5 hours a trimester. Through our Room Parent Program we reach out to all families and encourage their support. The Room Parents meet 4 times a year. Parents develop the student directory, help organized classroom and school events, and organize the grade level baskets for the auction at the Pancake Breakfast. The contact person for parent involvement is Amy Calvert, and she can be reached at (650) 738-6687 ext. 2101 or by email at [sunsetridgepto@gmail.com](mailto:sunsetridgepto@gmail.com). We have a Latino Parent Group that meets on a monthly basis. We are always looking for ways to meet parents needs. If you have ideas that will support the school, please feel free to contact Ellie Cundiff, Principal or a member of the PTO. We know that it takes a village to and look forward to doing the work together.

## 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.1	0.2	0.3	1.5	1.5	1.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

At Sunset Ridge we build a community of learners where children are safe to take risks and learn from their mistakes. We have a team of teachers and administrators that have been trained in PBIS and have worked with the staff 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. We revise our School Safety Plan annually and conduct monthly emergency drills and maintain emergency supplies, including food and water. The district also conducts an extensive emergency drill with the help of the Pacifica police and fire departments. 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

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
<b>K</b>	20	2	5		24		5		21	1	5	
<b>1</b>	24		3		23		3		25		3	
<b>2</b>	23		3		25		4		25		4	
<b>3</b>	24		3		24		3		22		4	
<b>4</b>	28		3		30		2		28		2	
<b>5</b>	32		2	1	30		3		24	1	3	
<b>Other**</b>	7	1			10	2						

\*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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,124	\$732	\$5,392	\$58,719
District	N/A	N/A	\$7,128	\$67,912.00
Percent Difference - School Site and District	N/A	N/A	-27.7	-5.1
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-30.7	-18.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Centrally provided curriculum specialist and teacher leads in Humanities, Math, Science and Access/Equity/Innovation provide support to school staff with tools, data analysis skills, proven strategies and practices that produce positive outcomes for students. Dean of Student Services provides direct support where emphasis is on instruction, student engagement, data analysis, and social emotional learning needs of English Learners (ELs), Socio-economically Disadvantaged (SED), and Students with Disabilities (SWD). The Dean of Student Services specifically supports families with chronic absenteeism by meeting with families to find supports to get students to school.

Sunset Ridge uses site funds to provide reading intervention programs across grade levels. We also provide music, science, 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 like assemblies and community events.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,134	\$49,378
Mid-Range Teacher Salary	\$64,973	\$77,190
Highest Teacher Salary	\$86,183	\$96,607
Average Principal Salary (Elementary)	\$132,580	\$122,074
Average Principal Salary (Middle)	\$135,813	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$224,835	\$189,346
Percent of Budget for Teacher Salaries	32%	36%
Percent of Budget for Administrative Salaries	8%	6%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 2017-2018 the first district wide PD day was focused on the introduction and implementation of the SEL Framework. The second and third day was a menu of options that included sessions focused on Restorative practices, Readers and Writers workshop, Inclusive Practices, Design Thinking and Behavioral interventions. 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 and third day were Site based with focus on school and district wide initiatives of Family Engagement, Cycle of Inquiry/Improvement Science, DataZone, Restorative Practices, Readers/Writers Workshop and 6-8 Science Adoption. Pacifica School District also provides our new teachers and staff each year with Curricular based Professional development including Readers/Writers Workshop, TCRWP ELD, Bridges Mathematics, CPM Math and Fountas and Pinnell Assessment.

Teachers at Sunset Ridge participated in professional development for the new math program, Bridges in 17-18. In addition to monthly staff meetings dedicated to staff development, we allocate staff development days during the year so teachers can meet within grade-level teams to plan units of study, review data, and plan lessons. We also had a team made up of teachers, counselor, and administrator attend year 2 of PBIS.

The 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. The first PD of 19-20, teachers participated in Family Family Engagement Institute training and Datazone training.