

Sunset Ridge Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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	Ellie Cundiff
E-mail Address	ecundiff@pacificasd.org
Web Site	http://www.pacificasd.org/District/Portal/our-schools
CDS Code	41-68932-6044069

District Contact Information	
District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Wendy Tukloff
E-mail Address	wtukloff@pacificasd.org
Web Site	www.pacificasd.org

School Description and Mission Statement (Most Recent Year)

The hallmark of Sunset Ridge's culture of success and accomplishments is our focus on both academic growth based on California State Standards and Common Core Standards and the social development of each student. During the last ten years, we have increased our Academic Performance Index (API) from 700 to 836. This was achieved by teamwork from the entire school community. At Sunset Ridge we believe that all students can learn and that all students can exceed the high standards set by the teachers. All teachers and staff are dedicated to teaching students how to be independent learners within 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 and builds a sense of community. 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 two computer labs; one for Transitional Kindergarten through first grade and another lab for second and third graders. We also have two computer carts one for fourth graders and another one for fifth graders. 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 document cameras, LCD projectors, and laptops in grades TK-first grade and teachers in second-fifth grade have interactive whiteboards and document cameras that they use to support their lessons by allowing students to be more engaged in the lessons.

Sunset Ridge has established a community building event by holding "Family Day" once a month. 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 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. This year 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 encourage and support parents and family members volunteering at school and in the classrooms. 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. 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 added a Family Resource Center to our campus which includes a full time counselor and a Benefit Analyst that is on campus two days a week. The counselor works with children and families in order to support the child through social skills groups. The Benefit Analyst works with families that need support with health insurance, workability, or housing. We also have a Marriage Family Therapist on site one day a week. She holds social skills groups for students and parent education classes to meet the needs of parents.

We have a wonderful outdoor classroom called "The Oversea". The Oversea is a deck that was built 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 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.

Ellie Cundiff, PRINCIPAL

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	94
Grade 1	93
Grade 2	102
Grade 3	119
Grade 4	85
Grade 5	95
Total Enrollment	588

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.2
Asian	9.5
Filipino	26.2
Hispanic or Latino	29.3
Native Hawaiian or Pacific Islander	2.6
White	13.9
Two or More Races	14.5
Socioeconomically Disadvantaged	46.4
English Learners	25.9
Students with Disabilities	5.8

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	27	28	27	157
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	93.71	6.29
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	93.12	6.88

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, A Legacy of Literacy (K-5)/2003	Yes	0
Mathematics	Pearson, enVision (K-5)/2009	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	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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 16, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	Fire alarm system goes into fault when it rains, repair scheduled.
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	Deteriorating fencing scheduled for replacement.

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	76	63	63	77	74	71	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	71
All Student at the School	63
Male	73
Female	54
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	68
Hispanic or Latino	38
Native Hawaiian or Pacific Islander	
White	94
Two or More Races	
Socioeconomically Disadvantaged	63
English Learners	48
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54	60	57	66	70	68	54	56	55
Mathematics	70	77	72	64	68	67	49	50	50
History-Social Science				64	67	66	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	6	7	7
Similar Schools	5	7	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	3	19	-13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino	-27	7	-23
Hispanic or Latino	-2	34	-11
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	24	30	-20
English Learners	43	-8	-24
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.8	19.6	12.4

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.

C. Engagement**State Priority: Parental Involvement**

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parents and community volunteers are a valued asset at Sunset Ridge. The PTO supports our academic and library programs, fine arts programs as much as possible, but field trips for all children is 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, 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 provides space for PTO meetings and offers a social gathering place for parents to gather and plan out events and activities on a daily basis. Although parent volunteer hours are not required at Sunset Ridge, we highly encourage parents to participate in all aspects of their children's school experience. 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 Jenn Norman, and she can be reached at (650) 738-6687 ext. 150 or by email at sunsetridgepto@gmail.com. A Latino Parent Group was started in 2008-2009 and meets once a month. This has been a huge success and will continue for the current school year. 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.1	2.5	2.5	2.1	1.9	2.3	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

At Sunset Ridge, we have implemented a Junior Coaches program for our 4th and 5th grade students. The students are trained in conflict resolution and PlayWorks and volunteer during recesses to help get others involved in playing games. The staff has developed school wide rules that focus on positive behaviors and focus on being Responsible, Respectful, and Ready. We have an anti-bullying pledge that clearly articulates appropriate behaviors. We ask every family to review and sign.

We have a campus that is secure and ask that all visitors check in with our school office, 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 the district is located along a major fault line, drills focus on safety procedures during and following an earthquake. Drills include instructions for evacuating buildings, search-and-rescue scenarios, and communication procedures. After each drill the district conducts a formal evaluation of procedures and revises safety guidelines. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August, 2014.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.4	1	4	0	23		5		19	3	2	
1	21	1	5	0	22		5		23		4	
2	22.8	2	2	0	20	1	5		20	1	4	
3	24.8	0	4	0	18	1	4		20	1	5	
4	30.8	0	4	0	25	1	2	1	21	1	3	
5	29.3	0	3	0	24	1	3		24	1	3	
Other	0	1	0	0								

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.75	---
Psychologist	.5	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist	1	---
Other	0	---

Note: Cells with "----" do not require data. 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3,768	\$221	\$3,547	\$52,765
District	---	---	\$5,125	\$59,472
Percent Difference: School Site and District	---	---	-30.8	-11.3
State	---	---	\$4,690	\$67,289
Percent Difference: School Site and State	---	---	-24.4	-21.6

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,593	\$41,535
Mid-Range Teacher Salary	\$56,607	\$64,101
Highest Teacher Salary	\$73,133	\$82,044
Average Principal Salary (Elementary)	\$99,397	\$104,336
Average Principal Salary (Middle)	\$101,821	\$107,911
Average Principal Salary (High)	\$0	\$102,488
Superintendent Salary	\$167,000	\$155,309
Percent of Budget for Teacher Salaries	35	41
Percent of Budget for Administrative Salaries	7	6

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

Professional Development

During the summer, teachers participated in professional development through Teachers College for Writing Workshop and through the Silicon Valley Mathematics Initiative for math. In addition to monthly staff meetings dedicated to staff development, we allocated three onsite staff development days last year so teachers could meet within grade-level teams and plan units of study. We also give teachers the opportunity to attend classroom demonstration lessons on writer's craft provided by Teachers College during the year. Teachers also participate in math professional development throughout the year provided by the Silicon Valley Math Initiative.

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. 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.