

# Ingrid B. Lacy Middle 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
<b>School Name</b>	Ingrid B. Lacy Middle School
<b>Street</b>	1427 Palmetto Avenue
<b>City, State, Zip</b>	Pacifica, CA 94044
<b>Phone Number</b>	(650) 738-6665
<b>Principal</b>	Daniel Lyttle
<b>Email Address</b>	danlyttle@pacificasd.org
<b>Website</b>	<a href="http://pacificasd.org/IBLMS/">http://pacificasd.org/IBLMS/</a>
<b>County-District-School (CDS) Code</b>	41-68932-4130126

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

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

Pacifica School District, the community it serves, and the children they cherish, together prepare each child to meet the challenges of the future by providing an equitable, rigorous academic program which nurtures curiosity and inspires joy, confidence, and achievement in learning.

Our beliefs:

- Every person has inherent value.
- Trust and integrity are essential for successful relationships.
- Everyone has responsibility for his/her own actions.
- One person's actions can have an effect in the life of another.
- Learning is essential for personal growth.
- Working together we can build a strong community.

The educational structure of Ingrid B. Lacy (IBL) is designed to provide for the unique needs of early adolescents. Sixth graders have their own wing of the school where each classroom of students stays together throughout the day. These students participate in “core” classes with one teacher who teaches language arts and social studies; they are in class with a second teacher for math and science. All sixth grade teachers have Multiple Subject Credentials and many have additional authorizations. The students remain together when they attend courses taught by the P.E. instructors at IBL. For their elective classes, they are mixed with other students from the sixth grade. This gradual transition from elementary school prepares them for the seventh and eighth grade, in which they experience a different teacher for each subject.

A demanding academic program continues in the 7th and 8th grades. Seventh and eighth grade teachers are Single Subject credentialed in all of the core subjects they teach; math, language arts, social studies, lab science, and/or physical education.

Elective classes vary from year to year and typically include art, instrumental music, leadership, and academic support.

Our staff welcomes parent input and communicates with parents regularly via telephone, homework assignment journals, on-line grade book, progress reports, email, and school newsletters. Additionally, teachers, together with local high school students, provide small group and individual tutoring free-of-charge both before and after school daily.

IBL is fortunate to offer a number of co-curricular and extra-curricular opportunities for students. Sixth grade special activities include Greek Fest and museum trips. Seventh grade activities may include museum trips. Eighth graders may visit Washington D.C. and Williamsburg during Spring Break through a for-pay agency chaperoned by site staff. After school clubs that prepare students for leadership roles and provide supervised settings for student interaction are also available. Peer Helpers, Jazz Band, and Marching Band are examples of teacher-sponsored activities available after school. We also have strong partnerships with Spindrift, Pacifica PB&R, and the Boys and Girls Club to offer even more activities, such as the Hip-Hop Dance Club, after school technology and science exploratory, and a wide variety of competitive sports. The Boys and Girls Club is part of the North County Recreation League where our students compete in a full array of sports that include basketball, cross country, golf, lacrosse, flag football, track, volleyball, and tennis.

Through all its programs, Ingrid B. Lacy Middle School provides a safe, nurturing, and positive atmosphere for children to learn and grow.

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

Grade Level	Number of Students
Grade 6	178
Grade 7	177
Grade 8	189
<b>Total Enrollment</b>	<b>544</b>

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

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.7
Asian	7.5
Filipino	13.2
Hispanic or Latino	29.2
Native Hawaiian or Pacific Islander	1.7
White	31.4
Two or More Races	14.3
Socioeconomically Disadvantaged	29.8
English Learners	9.6
Students with Disabilities	12.7
Foster Youth	0.9
Homeless	0.4

## 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	23.6	24.8	130.1
Without Full Credential	2.6	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	1.0

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 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	CPM Core Connections (6-8)/2014	Yes	0
Science	California HMH Science Dimensions (6-8)/2019	Yes	0
History-Social Science	Teachers' Curriculum Institute (TCI): History Alive! California Series (6-8)/2018	Yes	0
Foreign Language	World Language Spanish: Realidades, Pearson, 2018	Yes	0
Health	Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005 Teen Talk/2016 (Health Connected)	Yes	0

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

### 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<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>	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 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>	58	57	60	60	50	50
<b>Mathematics (grades 3-8 and 11)</b>	49	49	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	534	529	99.06	0.94	57.39
Male	280	277	98.93	1.07	51.81
Female	254	252	99.21	0.79	63.49
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	38	38	100.00	0.00	71.05
Filipino	61	61	100.00	0.00	57.38
Hispanic or Latino	161	158	98.14	1.86	46.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	168	166	98.81	1.19	68.67
Two or More Races	85	85	100.00	0.00	61.90
Socioeconomically Disadvantaged	168	165	98.21	1.79	39.39
English Learners	67	64	95.52	4.48	29.69
Students with Disabilities	66	64	96.97	3.03	9.52
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	535	529	98.88	1.12	49.15
Male	280	275	98.21	1.79	48.00
Female	255	254	99.61	0.39	50.39

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	38	37	97.37	2.63	81.08
Filipino	61	61	100.00	0.00	44.26
Hispanic or Latino	161	159	98.76	1.24	35.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	169	167	98.82	1.18	61.68
Two or More Races	85	85	100.00	0.00	49.41
Socioeconomically Disadvantaged	169	165	97.63	2.37	30.30
English Learners	67	66	98.51	1.49	22.73
Students with Disabilities	67	63	94.03	5.97	9.52
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
7	19.2	16.3	58.7

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)

An Ingrid B Lacy 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.

Parent involvement is an extensive, vital aspect of Ingrid B. Lacy Middle School. Parents provide many support services, from helping in the classrooms, library, and office to assisting with field trips and activities. Most importantly, parents work with our administration and staff to develop rich programs that are unique to our school. Our communication with parents is ongoing and takes many forms. We produce a monthly newsletter and calendar of events to keep parents informed. Teachers send home progress reports and report cards, and they schedule student-led conferences with parents. Phone calls, informal conferences, notes, emails, the student assignment book, and on-line grade book offer additional means of communication between home and school. For more information on how to become involved, please contact Daniel Lyttle, Principal, at (650) 738-6668 or danlyttle@pacificasd.org.

### 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
Suspensions	3.6	3.5	3.9	1.5	1.5	1.4	3.6	3.5	3.5
Expulsions	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)

Safety of students is our highest priority at Ingrid B. Lacy Middle School. We continue to re-evaluate and refocus attention on safety plans in order to ensure the safety of all of our students and staff. Our safety plan was developed by a collaborative effort of school personnel, local emergency officials, and our county office of education. The purpose of the plan is to identify and support the actions of school personnel when responding to an emergency or disaster. The plan is meant to be used as a guide for “Best Practice” and flexibility in procedures could be needed.

The Ingrid B. Lacy Safety Plan is regularly reviewed to reflect best practices and to ensure that our students and staff know what to do in the case of an emergency. We hold emergency drills as part of this plan to ensure that we are prepared in the case of an actual emergency.

Ingrid B. Lacy’s Safety Plan outlines responsibilities for everyone on site in the event of a school-wide or community disaster. The plan focuses on several areas:

- \* Emergency procedures for staff and students to follow in the event of an emergency or disaster
- \* Assignment of duties for personnel in the event of emergencies
- \* Warning signals that will alert students and school personnel to each emergency situation
- \* Specific actions to be taken in the event of an emergency
- \* Emergency telephone numbers

The site safety plan and district-wide plan can be found on our district web-site. Our site emergency plan can also be found in all buildings on the Ingrid B. Lacy campus. It will receive Pacifica School District Board of Trustee approval in February/ March of 2019.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	22	9	24		26	2	13		24	3	12	
Mathematics	8	4			24	3	12		22	5	12	
Science	24	3	13		26	2	12		23	4	12	
Social Science	24	3	12		24	3	12		26	2	12	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	544.0

\*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)	1.0

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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	\$5,997	\$760	\$5,236	\$58,674
District	N/A	N/A	\$7,1278	\$67,912.00
Percent Difference - School Site and District	N/A	N/A	-172.6	-4.8
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-36.1	-18.6

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.

Through LCFF and Supplemental funds, Ingrid B. Lacy Middle School provides teachers with professional development and offers a variety of support services to our students, such as:

- Additional hours for the Library Media Technician.
- Free tutorials with IBL teachers are available before and after school every day of the week in the morning and three days per week in the afternoon.
- Crossing guard to assist with safe egress from school in the afternoon.

### 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

Category	District Amount	State Average For Districts In Same Category
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. Pacific 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.

We offer training seminars throughout the year to our staff and faculty. Additionally, teachers meet in grade-level groups and subject-area groups regularly to review student work, plan instruction, and review teaching strategies. We also provide staff development days so teachers may attend workshops or conferences.

In the area of Math we continue to participate in on-going professional development with the College Preparatory Mathematics curriculum. Our English Language Arts, teachers and school administration have participated in PSD/Teacher College professional development on the Readers and Writers Workshop Project. Through district and site support, teachers are learning about the use of Balanced Literacy with a focus on Readers and Writers Workshop at the middle school level. Science teachers continue to participate in Next Generation Science Standards professional development training, creating new lessons for the integrated Science model.

Ingrid B. Lacy conducted a professional development training around supporting English Learners in the classroom. The site partnered with district resource personnel as well as trainers from the San Mateo County Office of Education to provide training and scaffolds to support English Learners in the various content areas through sentence starters and sentence frames. Teachers were given the opportunity to use current lessons to create scaffolds for their students in preparation for the next week's lessons. In January, a follow up training will be provided to facilitate the creation of additional supports for students using resources and data from standardized and local assessments.