

Ingrid B. Lacy Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Ingrid B. Lacy Middle School
Street	1427 Palmetto Avenue
City, State, Zip	Pacifica, CA 94044
Phone Number	(650) 738-6665
Principal	Daniel Lyttle
E-mail Address	danlyttle@pacificasd.org
Web Site	http://pacificasd.org/IBLMS/
CDS Code	41-68932-4130126

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 (School Year 2016-17)

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 “cored” classes with one teacher who teaches language arts, literature and social studies; they’re 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. Student test scores, previous report-card grades, and teacher recommendations are used to determine the appropriate placement for each student. 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, drama, robotics, study skills, and math intervention.

Our staff welcomes parent input and communicates with parents regularly via the phone, 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 can visit New York City or Washington D.C. at the conclusion of the school year 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 2015-16)

Grade Level	Number of Students
Grade 6	183
Grade 7	184
Grade 8	191
Total Enrollment	558

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	4.5
Filipino	16.3
Hispanic or Latino	26.7
Native Hawaiian or Pacific Islander	1.4
White	36.7
Two or More Races	12.5
Socioeconomically Disadvantaged	23.8
English Learners	9.3
Students with Disabilities	11.8
Foster Youth	0.2

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	22.93	21	129
Without Full Credential	0	2	4.5	11.09
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	83.1	16.9
All Schools in District	93.3	6.7
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	93.0	7.0

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 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Timeless Voices, Timeless Themes (6-8)/2002 Teachers College Reading and Writing Project/2012 (Board Approved)	Yes	0
Mathematics	CPM Core Connections (6-8)/2014	Yes	0
Science	CPO Focus on Science, Earth Science (6), Life Science (7), Physical Science (8)/2007	Yes	0
History-Social Science	TCI, History Alive! Ancient World (6), The Medieval World and Beyond (7), The US through Industrialism (8)/2005	Yes	0
Foreign Language	N/A		
Health	Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005 Teen Talk/2016 (Health Connected)	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/15/2016				
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			Grounds: Bird spikes in walkway coverings missing in some areas and damaged in others; picnic tables in courtyard outside of MPR show corrosion and wear due to exposure to salt air and sun
Electrical: Electrical	X			MPR: Generator connector cabinet on exterior of MPR shows corrosion and in need of repair to prevent water intrusion
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Grounds: Bird spikes in walkway coverings missing in some areas and damaged in others; picnic tables in courtyard outside of MPR show corrosion and wear due to exposure to salt air and sun

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/15/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	54	52	56	57	44	48
Mathematics	42	38	50	49	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	180	180	100.0	55.0
	7	183	182	99.5	53.9
	8	190	189	99.5	47.9
Male	6	87	87	100.0	41.4
	7	96	96	100.0	43.8
	8	94	94	100.0	44.1
Female	6	93	93	100.0	67.7
	7	87	86	98.8	65.1
	8	96	95	99.0	51.6
Filipino	6	25	25	100.0	48.0
	7	34	34	100.0	50.0
	8	31	31	100.0	58.1
Hispanic or Latino	6	49	49	100.0	34.7
	7	47	47	100.0	31.9
	8	50	50	100.0	46.0
White	6	66	66	100.0	68.2
	7	71	70	98.6	65.7
	8	66	65	98.5	46.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	6	24	24	100.0	62.5
	7	20	20	100.0	70.0
	8	26	26	100.0	50.0
Socioeconomically Disadvantaged	6	46	46	100.0	32.6
	7	53	53	100.0	43.4
	8	34	34	100.0	27.3
Students with Disabilities	6	22	22	100.0	4.5
	7	22	22	100.0	13.6
	8	22	21	95.5	15.0

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	180	178	98.9	46.6
	7	183	181	98.9	41.7
	8	183	181	98.9	41.7
Male	6	87	87	100.0	46.0
	7	96	96	100.0	33.7
	8	96	96	100.0	33.7
Female	6	93	91	97.8	47.3
	7	87	85	97.7	50.6
	8	87	85	97.7	50.6
Filipino	6	25	25	100.0	28.0
	7	34	34	100.0	48.5
	8	34	34	100.0	48.5
Hispanic or Latino	6	49	47	95.9	38.3
	7	47	46	97.9	28.3
	8	47	46	97.9	28.3
White	6	66	66	100.0	54.5
	7	71	70	98.6	45.7
	8	71	70	98.6	45.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	6	24	24	100.0	50.0
	7	20	20	100.0	40.0
	8	20	20	100.0	40.0
Socioeconomically Disadvantaged	6	46	45	97.8	31.1
	7	53	52	98.1	33.3
	8	53	52	98.1	33.3
Students with Disabilities	6	22	21	95.5	
	7	22	22	100.0	
	8	22	22	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	58	67	49	71	75	67	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	190	187	98.4	48.7
Male	94	92	97.9	48.9
Female	96	95	99.0	48.4
Filipino	31	31	100.0	51.6
Hispanic or Latino	50	49	98.0	44.9
White	66	64	97.0	50.0
Two or More Races	26	26	100.0	57.7
Socioeconomically Disadvantaged	34	33	97.1	21.2
Students with Disabilities	22	20	90.9	20.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.7	14.4	60

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 (School Year 2016-17)

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 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.9	3.8	3.9	2.3	2.8	2.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 once a month 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 received Pacifica School District Board of Trustee approval on November 19, 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	8	24	2	23	11	18	4	23	11	18	4
Mathematics	21	8	9	2	10	4			10	4		
Science	26	2	10	3	27	2	11	1	27	2	11	1
Social Science	26	2	10	3	27	2	11	1	27	2	11	1

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1.05	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values 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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,178	\$51	\$4,127	\$59,909
District	N/A	N/A	\$5,837	\$61,513
Percent Difference: School Site and District	N/A	N/A	-29.3	-2.6
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-27.3	-16.3

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

Types of Services Funded (Fiscal Year 2015-16)

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.
- An additional online academic intervention program is provided for students struggling to achieve.
- Three Academic Support, one for each grade level, are available.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,944	\$44,507
Mid-Range Teacher Salary	\$60,346	\$68,910
Highest Teacher Salary	\$77,963	\$88,330
Average Principal Salary (Elementary)	\$114,504	\$111,481
Average Principal Salary (Middle)	\$113,880	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$206,006	\$169,821
Percent of Budget for Teacher Salaries	34%	39%
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 (Most Recent Three Years)

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. Further, we continue to collaborate with the North San Mateo County Math Collaborative and we participate in district-wide professional learning communities. 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. Pacifica School District has dedicated three days for professional development for the current school year.