

Ingrid B. Lacy Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Ingrid B. Lacy Middle School
Street	1427 Palmetto Ave
City, State, Zip	Pacifica, CA 94044
Phone Number	(650) 738-6665
Principal	Cathleen Alderson
Email Address	calderson@pacificasd.org
School Website	https://ibl.pacificasd.org/
Grade Span	6-8
County-District-School (CDS) Code	41-68932-4130126

2025-26 District Contact Information

District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Dr. Carisa Bowman
Email Address	cbowman@pacificasd.org
District Website	www.pacificasd.org

2025-26 School Description and Mission Statement

Welcome to Ingrid B. Lacy Middle School (IBL)

Ingrid B. Lacy Middle School serves students in sixth through eighth grades, with a diverse population of 641 students. Our dedicated staff is committed to providing a high-quality education for all students. At IBL, we value diversity and strive to ensure that every student has access to opportunities to fully engage in academics, programs, and the school community. We take pride in fostering a safe, nurturing, and positive environment where children can grow into confident young adults.

The educational structure at IBL is designed to meet the unique developmental needs of early adolescents. For sixth graders,

2025-26 School Description and Mission Statement

We offer a gradual and supportive transition to middle school through a two-period core program: one pairing English and social studies, and another pairing science and math. Sixth-grade students are based in a dedicated wing, where they remain with their classroom peers for most of the day. All sixth-grade teachers hold Multiple Subject Credentials, with many possessing additional authorizations. For physical education and elective classes, students mix with their grade-level peers, helping to ease the transition from elementary school to the more departmentalized structure of seventh and eighth grades.

For seventh and eighth graders, IBL offers a rigorous academic program. Teachers in these grades hold Single Subject Credentials and provide specialized instruction in core subjects such as math, language arts, social studies, lab science, and physical education.

Students at all grade levels enjoy the opportunity to explore elective classes, which vary year to year. Past offerings have included art, instrumental music, leadership, drama, STEM, debate, , journalism, CTE exploratory courses, and academic intervention classes.

IBL provides multiple levels of special education services to meet the diverse needs of our students. We carefully place students in the least restrictive environment while offering the support they need to succeed.

Our staff values strong partnerships with families and prioritizes regular communication through phone calls, Google Classrooms, an online grade book, progress reports, emails, and a weekly school newsletter.

IBL also offers a wide range of co-curricular and extracurricular activities. Teachers provide daily homework help before school and after school on most days. Additional teacher-sponsored activities include Peer Helpers, Jazz Band, Marching Band, and other student support clubs. We also partner with the Pacifica Educational Foundation, Pacifica Public Libraries, Spindrift, Pacifica Parks, Beaches, and Recreation, and the Boys and Girls Club to expand activity options for our students.

IBL operates on a traditional bell schedule, with an advisory period on Wednesday mornings dedicated to Social Emotional Learning (SEL). During advisory, students participate in lessons on topics such as bullying prevention, tolerance, and acceptance.

Our school also places a strong emphasis on Positive Behavioral Interventions and Supports (PBIS), with a clear focus on defining student expectations, reinforcing positive behavior at both the classroom and school-wide levels, and involving students in shaping behavioral norms. IBL Bulldogs are powered by BARK: Belonging, Accountability, Respect and Kindness

Finally, our staff is deeply committed to continuous professional growth. Time is dedicated weekly to collaboration among teachers, focusing on implementing best practices in teaching and learning to ensure the success of all students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	165
Grade 7	155
Grade 8	164
Total Enrollment	484

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9
Male	47.9
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	6.8
Black or African American	2.1
Filipino	12
Hispanic or Latino	28.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	14.3
White	34.9
English Learners	6.6
Homeless	1.4
Socioeconomically Disadvantaged	19.4
Students with Disabilities	16.7

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.4	73.08	113.1	84.66	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.75	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.2	14.39	10.8	8.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	0.64	11953.1	4.28
Unknown/Incomplete/NA	2.8	12.48	7.8	5.84	15831.9	5.67
Total Teaching Positions	22.4	100	133.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.9	80.64	114.2	88.19	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	15.11	10.9	8.42	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.26	2.3	1.84	11746.9	4.23
Unknown/Incomplete/NA	0	0	1	0.77	14303.8	5.15
Total Teaching Positions	23.5	100	129.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.7	55.52	96.4	75.97	230039.4	100
Intern Credential Holders Properly Assigned	0.7	3.03	2.7	2.17	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.2	41.41	26.8	21.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	0.69	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	24.7	100	126.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	3.20	3.5	10.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.20	3.5	10.2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.4	11.3	40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: July 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify	0
Mathematics	CPM Core Connections (6-8)/2014	0
Science	California HMH Science Dimensions (6-8) 2020	0
History-Social Science	Teachers' Curriculum Institute (TCI): History Alive! California Series (6-8)/2018	0
Foreign Language	N/A	0
Health	Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005 Teen Talk/2016 (Health Connected)	0
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report: 07/01/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: A-8/ CUSTODIAL: 2. VENT COVER IS MISSING. AD-3/ NURSE: 2. DIRTY VENT IN RR. 10. PLUG IN AIR FRESHENER.

School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>MENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING.</p> <p>UNISEX REST ROOM: 2. EXHAUST FAN IS NOT WORKING. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>UNISEX REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 9. SINK IS NOT DRAINING PROPERLY. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>UNISEX REST ROOM: 2. VENT IS DIRTY AND DETERIORATING. 15. DOOR DOES NOT OPEN/CLOSE PROPERLY. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>WOMENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>WOMENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 7. LIGHT DIFFUSER IS LOOSE. (MENSTRUAL NOTICE IS NOT POSTED)</p>
<p>Interior: Interior Surfaces</p>	<p>X</p>		<p>A-1: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. FOUR CAN LIGHTS ARE OUT.</p> <p>AD-9/ STAFF LOUNGE: 4. WATER DAMAGE TO BASE OF WALL NEAR EXTERIOR ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY).</p> <p>B-12: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL PANEL IS OBSCURED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER DOWNSPOUTS ARE RUSTED/DETERIORATING (THROUGHOUT CAMPUS).</p> <p>B-2: 4. FLOOR TILE IS BROKEN. 7. ONE CAN LIGHT IS OUT.</p> <p>B-9: 4. SECTION OF WALL TRIM IS MISSING.</p> <p>C-6: 4. PENCIL SHARPENER COVER IS MISSING. 7. ONE CAN LIGHT IS OUT. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>D-3: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>E-1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE.</p> <p>MC-1D/ PRESENTATION ROOM: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS MISSING.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>A-3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>A-5/ RSP: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>AD-21/ STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS ARE MISSING.</p> <p>AD-9/ STAFF LOUNGE: 4. WATER DAMAGE TO BASE OF WALL NEAR EXTERIOR ENTRY. 5.</p>

School Facility Conditions and Planned Improvements

			<p>UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). B-1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. B-12/ STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. B-12: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL PANEL IS OBSCURED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER DOWNSPOUTS ARE RUSTED/DETERIORATING (THROUGHOUT CAMPUS). D-3: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. G-3/ MAT ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>		<p>X</p>	<p>A-1: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. FOUR CAN LIGHTS ARE OUT. A-2: 7. TWO CAN LIGHTS ARE OUT. A-6: 7. TWO CAN LIGHTS ARE OUT. 10. EVACUATION MAP IS NOT POSTED (POSTED IN FURTHEST CORNER OF ROOM FROM EXIT DOORS). AD-21/ STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS ARE MISSING. AD-6/ CONFERENCE ROOM A: 7. ONE LIGHT PANEL IS OUT. AD-9/ STAFF LOUNGE: 4. WATER DAMAGE TO BASE OF WALL NEAR EXTERIOR ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). ASSISTANT PRINCIPAL: 7. ONE LIGHT PANEL IS OUT. B-12: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL PANEL IS OBSCURED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER DOWNSPOUTS ARE RUSTED/DETERIORATING (THROUGHOUT CAMPUS). B-2: 4. FLOOR TILE IS BROKEN. 7. ONE CAN LIGHT IS OUT. B-3: 7. ONE CAN LIGHT IS OUT. 10. PLUG IN CANDLE WARMER. B-4: 7. ONE CAN LIGHT IS OUT. B-5: 7. ONE CAN LIGHT IS OUT. B-7: 7. ONE CAN LIGHT IS OUT. BOYS REST ROOM: 7. CAN LIGHT IS OUT. 8. ONE URINAL IS CONTINUALLY FLUSHING. 11. PAINT IS PEELING ON INTERIOR WALL. C-10/ CBIT: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. C-2: 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER.</p>

School Facility Conditions and Planned Improvements

			<p>C-3: 7. ONE CAN LIGHT IS OUT. MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CRSATING A TRIP HAZARD.</p> <p>C-4/ RSP: 7. ONE CAN LIGHT IS OUT.</p> <p>C-6: 4. PENCIL SHARPENER COVER IS MISSING. 7. ONE CAN LIGHT IS OUT. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>C-7: 7. ONE CAN LIGHT IS OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>C-9: 7. ONE CAN LIGHT IS OUT. 10. MULTIPLE PLUG IN AIR FRESHENERS.</p> <p>D-1: 7. TWO CAN LIGHTS ARE OUT.</p> <p>D-2: 7. ONE LIGHT PANEL IS OUT.</p> <p>ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.</p> <p>G-11/ GIRLS LOCKER ROOM: 7. ELECTRICAL COVER IS MISSING.</p> <p>GYM: 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>MC-1D/ PRESENTATION ROOM: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS MISSING.</p> <p>WOMENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 7. LIGHT DIFFUSER IS LOOSE. (MENSTRUAL NOTICE IS NOT POSTED)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>BOYS REST ROOM: 7. CAN LIGHT IS OUT. 8. ONE URINAL IS CONTINUALLY FLUSHING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>C-7: 7. ONE CAN LIGHT IS OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>KITCHEN: 9. FAUCET LEAKS AT FITTING.</p> <p>UNISEX REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 9. SINK IS NOT DRAINING PROPERLY. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>UNISEX REST ROOM: 8. TOILET LEAKS AT HANDLE. (MENSTRUAL NOTICE IS NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>A-3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>A-6: 7. TWO CAN LIGHTS ARE OUT. 10. EVACUATION MAP IS NOT POSTED (POSTED IN FURTHEST CORNER OF ROOM FROM EXIT DOORS).</p> <p>AD-3/ NURSE: 2. DIRTY VENT IN RR. 10. PLUG IN AIR FRESHENER.</p> <p>ADMIN: 10. ALL CALL AND BELL SYSTEM IS UNOPERABLE. 15. DOOR FRAME IS RUSTED.</p> <p>B-1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>B-12: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL PANEL IS OBSCURED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER DOWNSPOUTS ARE</p>

School Facility Conditions and Planned Improvements

				<p>RUSTED/DETERIORATING (THROUGHOUT CAMPUS).</p> <p>B-3: 7. ONE CAN LIGHT IS OUT. 10. PLUG IN CANDLE WARMER.</p> <p>B-8: 11. PAINT IS PEELING ON DOOR FRAME. BOYS REST ROOM: 7. CAN LIGHT IS OUT. 8. ONE URINAL IS CONTINUALLY FLUSHING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>C-1: 10. PLUG IN AIR FRESHENER. 15. DOOR DOES NOT SHUT PROPERLY.</p> <p>C-10/ CBIT: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>C-2: 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER.</p> <p>C-9: 7. ONE CAN LIGHT IS OUT. 10. MULTIPLE PLUG IN AIR FRESHENERS.</p> <p>LIBRARY: 10. EVACUATION MAP IS NOT POSTED.</p> <p>MPR: 11. PAINT IS PEELING ON INTERIOR WALL.</p>
<p>Structural: Structural Damage, Roofs</p>	X			<p>B-12: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL PANEL IS OBSCURED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13. GUTTER DOWNSPOUTS ARE RUSTED/DETERIORATING (THROUGHOUT CAMPUS).</p> <p>PORTABLE: 13. FACIA IS RUSTED. 15. WINDOW IS BOARDED UP.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X			<p>ADMIN: 10. ALL CALL AND BELL SYSTEM IS UNOPERABLE. 15. DOOR FRAME IS RUSTED.</p> <p>C-1: 10. PLUG IN AIR FRESHENER. 15. DOOR DOES NOT SHUT PROPERLY.</p> <p>GYM: 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>PORTABLE: 13. FACIA IS RUSTED. 15. WINDOW IS BOARDED UP.</p> <p>UNISEX REST ROOM: 2. VENT IS DIRTY AND DETERIORATING. 15. DOOR DOES NOT OPEN/CLOSE PROPERLY. (MENSTRUAL NOTICE IS NOT POSTED)</p>

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	55	56	53	54	47	48
Mathematics (grades 3-8 and 11)	53	50	53	52	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	479	466	97.29	2.71	56.22
Female	247	239	96.76	3.24	65.69
Male	231	226	97.84	2.16	46.02
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100.00	0.00	88.24
Black or African American	--	--	--	--	--
Filipino	57	57	100.00	0.00	59.65
Hispanic or Latino	135	130	96.30	3.70	36.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	65	94.20	5.80	67.69
White	170	166	97.65	2.35	61.45
English Learners	32	32	100.00	0.00	12.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	89	97.80	2.20	35.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	73	92.41	7.59	12.33

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	479	462	96.45	3.55	49.78
Female	247	237	95.95	4.05	50.21
Male	231	224	96.97	3.03	49.11
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100.00	0.00	70.59
Black or African American	--	--	--	--	--
Filipino	57	55	96.49	3.51	49.09
Hispanic or Latino	135	130	96.30	3.70	33.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	66	95.65	4.35	60.61
White	170	165	97.06	2.94	56.36
English Learners	32	32	100.00	0.00	9.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	88	96.70	3.30	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	72	91.14	8.86	9.72

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	42.07	36.48	44.05	43.18	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	164	159	96.95	3.05	36.48
Female	93	88	94.62	5.38	31.82
Male	70	70	100.00	0.00	41.43
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	76.92
Black or African American	--	--	--	--	--
Filipino	25	24	96.00	4.00	45.83
Hispanic or Latino	52	49	94.23	5.77	24.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	38.46
White	55	55	100.00	0.00	36.36
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	35	97.22	2.78	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	4.55

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
-------------	----------------------------------	--	---	---	-----------------------------

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Family involvement is integral to the success of Ingrid B. Lacy Middle School's students. Our Parent-Teacher Organization (PTO) plays a vital role in strengthening our school community and raising funds for field trips, school assemblies, and presentations that enrich our curriculum. The PTO also helps maintain a culture of support for our teachers and staff by organizing luncheons and special family and community events. Additionally, PTO members volunteer as organizers and chaperones for signature events like the 6th Grade Greek Fest and the 8th Grade Promotion Dance.

To keep families informed, we provide a weekly newsletter and calendar of events from the school principal. Teachers communicate regularly through progress reports, report cards, phone calls, emails, an online grade book, and conferences. We also offer informal meetings, both in-person and on Zoom, to maintain open lines of communication.

To learn more about getting involved, please visit the PTO webpage at <http://www.ingridblacypto.com>.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	500	490	76	15.5
Female	257	251	36	14.3
Male	242	238	40	16.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	34	3	8.8
Black or African American	11	11	3	27.3
Filipino	59	58	5	8.6
Hispanic or Latino	146	140	31	22.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	71	70	10	14.3
White	174	172	22	12.8
English Learners	36	34	8	23.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	105	99	30	30.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	84	23	27.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.18	4.35	3.6	0.77	1.57	1.22	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.60	0.00
Female	0.39	0.00
Male	7.02	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.88	0.00
Black or African American	0.00	0.00
Filipino	1.69	0.00
Hispanic or Latino	2.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.41	0.00
White	5.75	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.62	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.79	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

At Ingrid B. Lacy Middle School, the safety of students and staff is our highest priority. Our comprehensive safety plan is developed in collaboration with school personnel, local emergency officials, and the County Office of Education. It provides clear actions for school personnel during emergencies and serves as a flexible guide for "Best Practices." In partnership with the district and the County Department of Public Health, we also address health and safety needs, including COVID-19 protocols.

Monthly safety drills prepare staff and students for various emergencies, including evacuation, campus security, and communication procedures. Each drill is followed by an evaluation to refine and improve our protocols. Additionally, the school participates in the Great California Shakeout and maintains emergency supplies such as food, water, first aid kits, a generator for the multipurpose room, and a satellite phone to ensure disaster preparedness.

Campus security is enhanced through vigilant monitoring by staff. All visitors are required to check in at the main office, wear a visitor badge, and check out upon leaving. After drop-off, the campus perimeter is locked, leaving a single point of entry at the front of the school.

We follow the BIG Five Safety Protocols, which provide clear guidelines for emergency actions: Shelter in Place, Drop, Cover, and Hold On, Secure Campus, Lockdown/Barricade, and Evacuation. Our safety plan is revised annually, aligning with these protocols and ensuring continuous improvement through planning, training, and regular evaluations.

The safety plan is available for review at the school and district offices and is expected to receive final approval from the Pacifica School District Board of Trustees by March 2026.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	4	9	0
Mathematics	19	6	10	0
Science	20	6	8	0
Social Science	20	6	9	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	3	11	
Mathematics	23	4	10	1
Science	23	3	13	
Social Science	22	4	11	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	10	8	
Mathematics	18	8	10	
Science	21	5	10	
Social Science	19	9	9	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	312.67

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,830	\$552	\$7,278	\$75,780
District	N/A	N/A	\$4,666	\$76,602
Percent Difference - School Site and District	N/A	N/A	43.7	0.0
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-38.7	-21.6

Fiscal Year 2024-25 Types of Services Funded

At Ingrid B. Lacy Middle School, the school counselor, principal, and assistant principal(s) work collaboratively with teachers to support our unduplicated pupils, ensuring their academic success. The counselor and principal closely monitor these students' progress and adjust support as needed. They also track chronic absenteeism and partner with families to improve attendance. Additionally, they lead the School Climate and Safety Committee, fostering a positive and safe environment for all students.

For the academic year 2025-26, the school has allocated funds for release time for teachers to plan, collaborate and assess. IBL provides a range of support services for students and professional development for teachers. These services include extended hours for the Library Media Technician, daily morning homework help centers (and afternoon help three days a week), and RTI instruction for multilingual learners. Programs such as Visiting Scientists initiative and the CTE Pacifica Pipeline Grant further enrich the curriculum by enhancing elective opportunities for all grade levels.

These efforts demonstrate IBL's commitment to ensuring every student has the resources and support needed to thrive academically and personally.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,606	\$61,516
Mid-Range Teacher Salary	\$74,725	\$95,479
Highest Teacher Salary	\$97,454	\$125,208
Average Principal Salary (Elementary)	\$143,378	\$152,668
Average Principal Salary (Middle)	\$146,875	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$233,000	\$242,781
Percent of Budget for Teacher Salaries	26.53%	29.76%
Percent of Budget for Administrative Salaries	6.63%	5.74%

Professional Development

Professional Development at Pacifica School District and IBL

The Pacifica School District provides three district-wide Professional Development Days each year, aligned with district initiatives based on student achievement and school climate data. Planned topics for 2025–2026 include The Big 5 Safety Protocols, Amplify Curriculum, Science of Reading, Technology & Academic Resources, and PBIS.

In addition to these district-wide initiatives, the district offers annual, curriculum-based professional development for new teachers and staff. These trainings include workshops on Amplify, CPM Math, and the Fountas and Pinnell Assessment. New teachers are also paired with mentor teachers for ongoing support and guidance.

At Ingrid B. Lacy Middle School (IBL), staff participate in all district-wide development days. Additionally, classes are dismissed early on Wednesdays to allow time for staff development and collaboration.

In 2025–2026 IBL's staff development and collaboration days focused on using data-driven analysis of achievement and school climate to develop curriculum and lessons tailored to the specific needs of our students.

IBL staff are committed to continuous professional growth. Teachers participate in ongoing training to deepen their knowledge and implement best practices across all subject areas. When new materials are adopted, the district provides expert-led training to ensure successful implementation. Teachers are also encouraged and supported in observing their colleagues' classrooms to identify and adopt effective teaching practices and Tier 1 strategies that enhance student learning and engagement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	