Santa Lucia 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.

2025-26 School Contact Information

School Name	Santa Lucia Middle School
Street	2850 Schoolhouse Lane
City, State, Zip	Cambria CA, 93428
Phone Number	(805) 927-3693
Principal	David Nygren
Email Address	dnygren@coastusd.org
School Website	https://santalucia.coastusd.org
Grade Span	6-8
County-District-School (CDS) Code	40-75465-6042980

2025-26 District Contact Information

District Name	Coast Unified School District
Phone Number	(805) 927-3880
Superintendent	Jill Southern
Email Address	jsouthern@coastusd.org
District Website	www.coastusd.org

2025-26 School Description and Mission Statement

Principal's Message
We believe in doing our best each day for our students so that they can reach their greatest potential and become impactful citizens of our coast and the world. We want students to come to a safe learning environment to be inspired to become critical thinkers and active members of our school, as well as the greater community. Our success at SLMS comes from the commitment of caring teachers and staff, supportive parents and community, outstanding athletic and extracurricular programs, and a clean, well-functioning facility. These programs were developed to meet the ever-growing demands of the early adolescent in our complex society today. As you read this Report Card from Santa Lucia Middle School, you will find a picture of a school with a solid record of improvement, a faculty that is professionally skilled and personally committed to meet the learning needs of students, and a student body which is motivated to perform well.

Mission Statement
The mission of Santa Lucia Middle School is to produce happy, healthy, contributing members of a global society by providing an atmosphere that promotes higher level academic achievement, positive social development, and emotional maturity that encourages life-long learning.

Vision Statement
At Santa Lucia Middle School, our staff empowers and inspires students to become happy, healthy, safe lifelong learners and leaders who are mindful, supportive and engaged community members.

School Profile
Santa Lucia Middle School is in the Coast Unified School District. Curriculum is focused on core curriculum and academics. Technology is integrated into the instruction of all courses. To prepare our students for their futures and to develop 21st century skills, students are asked to utilize technology to help research, produce, publish and present information. The school supports cultural awareness through its diverse literature selections, arts, and music program. 6th, 7th, and 8th grade students are enrolled at the school, with classes arranged on a traditional schedule calendar.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	28
Grade 7	39
Grade 8	45
Total Enrollment	112

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
American Indian or Alaska Native	0.9
Asian	0.9
Hispanic or Latino	75.9
Two or More Races	3.6
White	18.8
English Learners	32.1
Homeless	25.9
Socioeconomically Disadvantaged	87.5
Students with Disabilities	13.4

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.

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)	8.7	95.02	41.2	94.76	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	2.27	1.2	2.78	11953.1	4.28
Unknown/Incomplete/NA	0.2	2.71	1	2.44	15831.9	5.67
Total Teaching Positions	9.2	100	43.4	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)	9.4	97.43	41.8	94.64	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.5	1.13	11746.9	4.23
Unknown/Incomplete/NA	0.2	2.57	1.8	4.23	14303.8	5.15
Total Teaching Positions	9.7	100	44.2	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)	8.7	87.19	40.4	94.55	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	2.8	0.2	0.66	12112.8	4.34
Unknown/Incomplete/NA	0.9	9.91	2	4.77	13705.8	4.91
Total Teaching Positions	9.9	100	42.7	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	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	0	0
Local Assignment Options	0.20	0	0.2
Total Out-of-Field Teachers	0.20	0	0.2

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)	0	0	0
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

Coast Unified held a public hearing on November 8, 2026, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks, instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2024 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	December 2025

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	McGraw Hill Adopted 2017 English 3D / ELD Adopted 2025	0.0
Mathematics	Saavas Adopted 2022	0.0
Science	Discovery Education Adopted 2020	0.0
History-Social Science	McGraw Hilll Adopted 2023	0.0
Foreign Language	McGraw Hill Adopted 2018	0.0
Health	Positive Prevention Plus Adopted 2016	0.0

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

School Facility Conditions and Planned Improvements

Santa Lucia Middle School was originally constructed in 1965 and is comprised of three permanent classrooms, nine portable classrooms, one gym, one multipurpose room/cafeteria, one library, one staff lounge, one front office, one computer lab, one athletic field space, and one asphalt play area.

Cleaning Process
The principal works daily with one full-time custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

District Support Services staff ensures that work orders for repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. Items noted in the table have been corrected or are in the process of remediation.

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	January, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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			

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)	45	41	36	34	47	48
Mathematics (grades 3-8 and 11)	28	28	28	26	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	111	106	95.50	4.50	40.57
Female	48	48	100.00	0.00	43.75
Male	63	58	92.06	7.94	37.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	86	84	97.67	2.33	32.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	17	89.47	10.53	70.59
English Learners	36	34	94.44	5.56	11.76
Foster Youth	0	0	0	0	0
Homeless	30	29	96.67	3.33	24.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	93	95.88	4.12	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	12.50

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	111	106	95.50	4.50	28.30
Female	48	48	100.00	0.00	25.00
Male	63	58	92.06	7.94	31.03
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	86	84	97.67	2.33	21.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	17	89.47	10.53	52.94
English Learners	36	34	94.44	5.56	11.76
Foster Youth	0	0	0	0	0
Homeless	30	29	96.67	3.33	24.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	93	95.88	4.12	23.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	0.00

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)	32.43	40	24.31	20.12	30.73	32.33

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	47	45	95.74	4.26	40.00
Female	16	16	100.00	0.00	25.00
Male	31	29	93.55	6.45	48.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	38	37	97.37	2.63	32.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	12	92.31	7.69	16.67
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	41	95.35	4.65	34.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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
Grade 7	100%	100%	100%	100%	100%

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

Santa Lucia Middle School greatly benefits from its' supportive parents and community. The school has a strong base of parent volunteers who participate in school activities on a regular basis. Parents and families are able to provide input and assist in the school's direction through participation in the English Language Advisory Committee and through the School Site Council. Starting last school year, the principal has been scheduling a "Coffee with the principal" once a quarter and we have had several parents attend each time to give their opinion on a variety of school topics. We have a great parent turnout for both Back to School Night and Open House, and they attend our semester Awards Ceremonies, Promotion Ceremony, and when we have parent information nights throughout the year. We had a speaker at the beginning of this school year who spoke to the parents on the 2nd day of school about how to support their children in school achievement, as well as several guest speakers throughout the year to educate and inspire our student body.

Contact Information:
Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Santa Lucia Middle School at 805-927-3693. Volunteer information is also available on the school website.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	118	116	16	13.8
Female	54	52	10	19.2
Male	64	64	6	9.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	88	8	9.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	24	22	7	31.8
English Learners	38	38	5	13.2
Foster Youth	--	--	--	--
Homeless	30	30	2	6.7
Socioeconomically Disadvantaged	102	101	15	14.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	20	20	4	20.0

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
4.76	11.45	5.93	5.07	6.26	2.92	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	0.2	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	5.93	0.00
Female	1.85	0.00
Male	9.38	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	10.53	0.00
Foster Youth	0.00	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	6.86	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.00	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

Sixty-three percent of the parents responding to the parent survey believe that Santa Lucia Middle School offers a safe learning environment. Seventy-five percent of surveyed students reported that Santa Lucia was safe or very safe. The District has a comprehensive Emergency Preparedness Plan in place to handle varied types of school-wide emergencies. The District and School Safety Plan covers all aspects of student safety for natural and man-incurred emergencies, and identification of duties for all types of emergencies. The students at Santa Lucia Middle School practice fire, earthquake and lock down drills regularly. The Safety Plan for Santa Lucia is reviewed, updated and discussed with faculty annually. Last year, we established an anonymous tip thread of email that can be sent to the principal without an email attached and various incidents have been reported.

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	19	5	2	0
Mathematics	12	7	0	0
Science	18	5	0	0
Social Science	20	3	1	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	18	10	1	
Mathematics	12	8		
Science	16	5	1	
Social Science	21	4		

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	1	
Mathematics	14	6		
Science	21	3	1	
Social Science	21	3	1	

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	0

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)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.8
Psychologist	.3
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.3
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	18,881	7,962	10,919	83,168
District	N/A	N/A	19,428	$87,093
Percent Difference - School Site and District	N/A	N/A	-56.1	5.0
State	N/A	N/A	$11,146	$86,335
Percent Difference - School Site and State	N/A	N/A	1.4	5.6

Fiscal Year 2024-25 Types of Services Funded

Data within the SARC was provided by Coast Unified School District, retrieved from the 2024-25 SARC template, located on Dataquest (http://data1.cde.ca.gov/dataquest), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Services funded at Santa Lucia Middle school for the 2024/25 school year include:
Goal 1: Literacy/ELD Development
* Professional development will be provided to specific sites/grade levels and will include but not limited to SDAIE training, and integrated/designated ELD.
* To bridge literacy skills for English Learners, bilingual libraries and literature in home languages and/or with graphic support will be purchased to be made available in school libraries.
* In addition to all teachers providing integrated and designated ELD to English learners, designated ELD will be taught and supported by the following teachers: 100% ELD teacher at SLMS
* Additionally, bilingual aides support EL students across CUSD, including a full-time equivalent at SLMS.
* Language needs and increased communication with families are supported by bilingual front office staff at each school site as well as the district office.
* Research based programs and curriculum to support ELD and to expand students' communication and critical thinking in literacy are purchased and implemented throughout the district. These programs and services include; English 3D. Renaissance Place, Newsela, and ETC Portal subscription provide reading materials and comprehension quizzes that are leveled for emerging readers and those in need of bilingual support. The district wide adoption of NWEA will provide longitudinal assessments providing direction for RTI grouping and student scheduling for support.
* Our SLMS librarian assists in research skills and instructing literacy strategies. Our school librarian also manages books and resources, including digital books and subscriptions and support for students in need.
* Our librarian position has evolved over the last few years as there has been a shift in the student needs. The library has become a place for students who are struggling with classes to seek additional help. This access directly supports our unduplicated students in all three goals. We run Battle of the Books, a competition of the students who read school-wide novels and compete in comprehension competition.
*Newcomers class(s) and program and modified course work for newcomer students (Read Naturally, Duolingo)
*Use of English 3D curriculum, My Perspectives curriculum and additional teacher resources (writing and listening activities) to improve language skills
*Smaller class sizes and leveled classes for ELD students (6th grade students groups, 7/8th grade students split between high and low levels)

Goal 2: Math

Fiscal Year 2024-25 Types of Services Funded

* Math teachers participate in professional learning sessions on the standards for mathematical practice. Teachers of mathematics will participate in a minimum of one workshop.
* To increase pupil achievement and course access, math support will be provided through offering an additional math period for students who need further instruction.
* To increase pupil achievement and due to the success of the iLearn math program, its use will be maintained.
*Saavas is being used as the new curriculum
*Students are supported during the day with a Math Support class.

Goal 3: College and Career Readiness
* College tours are scheduled to expose students to the variety of higher education options and to help them in understanding paths to higher education, the steps necessary in getting there. These tours provide college visits for students who may otherwise not have the opportunity to do so.
* To increase pupil engagement and provide for a positive school climate, Coast Unified School District, in partnership with San Luis Obispo County Mental Health, the Link and Prevention and Early Intervention services, provides group and individual counseling services, family advocacy, and parent education services.
* Coast Unified School District will continue to implement a 1:1 technology device program in order to more deeply integrate technology into its courses, instruct students in 21st century skills, and support all district LCAP goals including increasing college and career readiness. With our high percentage of socioeconomically disadvantaged students, this provides access to research materials, presentation and publishing software, books and other digital media for all students.
* The district's Computer Support Technician supports the following actions and services for the three LCAP goals the NWEA diagnostic program, 1:1 device implementation, and report services
* Coast Unified School District provides transportation to and from school. This service is principally directed to support socioeconomically disadvantaged students and their families.
* Summer school be made available for students in grades 6-8 who are identified as needing additional academic support
* The district's Computer Support Technician supports the following actions and services for the three LCAP goals the NWEA diagnostic program, 1:1 device implementation, and report services
* Based on stakeholder input from both teachers and parents, funding for additional homework assistance is provided Monday through Thursday.
*Students in 8th grade complete a career project, including a resume, cover letter, and complete mock interviews with community members.
*Students do college visitations throughout the year to UCSB and Cal Poly SLO.

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	$48,762	$54,773
Mid-Range Teacher Salary	$86,251	$78,981
Highest Teacher Salary	$112,278	$117,337
Average Principal Salary (Elementary)	$144,261	$128,425
Average Principal Salary (Middle)	$144,261	$137,947
Average Principal Salary (High)	$147,061	$138,809
Superintendent Salary	$213,509	$176,162
Percent of Budget for Teacher Salaries	26.49%	24.71%
Percent of Budget for Administrative Salaries	6.18%	5.91%

Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Topics for staff development during the 2024-25 school year include: Instructional techniques, implementation of common core state standards, student assessment, technology, curriculum development, safety, Response to Intervention, and others. During the 2024-25 school year there are three staff development days for all teachers with additional trainings based on subject matter. We have our Math and Science teachers attending quarterly forums for their subject areas. All of our teachers are focused on improving EL instruction this year using LEOs, Sentence Frames, and Academic Vocabulary and Discourse.

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	3