

Ingrid B. Lacy Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 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	Cathleen Alderson
Email Address	calderson@pacificasd.org
School Website	pacificasd.org/IBLMS/
County-District-School (CDS) Code	41-68932-4130126

2023-24 District Contact Information

District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Dr. Darnise Williams
Email Address	dwilliams@pacificasd.org
District Website	www.pacificasd.org

2023-24 School Description and Mission Statement

Welcome to Ingrid B. Lacy Middle School. Ingrid B. Lacy Middle School values diversity, ensuring that all students have access and opportunities to fully engage in all academics, programs, and our community. Through all its programs, Ingrid B. Lacy Middle School provides a safe, nurturing, and positive atmosphere for children to learn and grow.

The educational structure of Ingrid B. Lacy (IBL) is designed to meet the unique needs of early adolescents. The school has a separate wing for sixth graders, where each classroom of students stays together throughout the day. These students participate in "core" classes with one teacher who teaches language arts and social studies. They are in class with a second teacher for math and science. All sixth-grade teachers hold Multiple Subject Credentials, and many have additional authorizations. For physical education and elective classes, sixth-grade students are mixed with other students from their grade. This gradual transition from elementary school prepares them for the seventh and eighth grades, where they experience a different teacher for each subject.

The seventh and eighth grades have a rigorous academic program. The teachers are Single Subject credentialed in core subjects such as math, language arts, social studies, lab science, and physical education.

Each year, the elective classes offered may differ. Past offerings have included art, instrumental music, leadership, STEM, environmental studies, journalism, academic intervention classes, and debate.

Our school staff values parent engagement and maintains regular communication with parents through various channels such as phone calls, Google Classrooms, an online grade book, progress reports, emails, and a weekly school newsletter.

We are proud to offer a range of co-curricular and extra-curricular activities to our students at IBL. Our teachers and local high school students offer free small group and individual homework help sessions before and after school on most days. After-school teacher-sponsored activities include Peer Helpers, Jazz Band, and Marching Band. We have also established strong partnerships with Pacifica Educational Foundation, Spindrift, Pacifica Parks, Beaches, and Recreation, and the Boys and Girls Club to offer more activities such as SPARC Poetry and competitive sports including basketball, soccer, and volleyball, as part of the North County Recreation League under the Boys and Girls Club.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	162
Grade 7	150
Grade 8	133
Total Enrollment	445

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51%
Asian	6.7%
Black or African American	0.7%
Filipino	14.2%
Hispanic or Latino	27.2%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	11.7%
White	38.9%
English Learners	7.6%
Homeless	0.9%
Socioeconomically Disadvantaged	21.3%
Students with Disabilities	12.8%

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.

2020-21 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)	19.50	81.59	126.00	90.60	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.72	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	12.55	7.80	5.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	2.51	2.30	1.70	12115.80	4.41
Unknown	0.80	3.35	1.90	1.36	18854.30	6.86
Total Teaching Positions	23.90	100.00	139.00	100.00	274759.10	100.00

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.

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)	16.40	73.08	113.10	84.66	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.75	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	14.39	10.80	8.11	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.80	0.64	11953.10	4.28
Unknown	2.80	12.48	7.80	5.84	15831.90	5.67
Total Teaching Positions	22.40	100.00	133.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	3.00	3.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	3.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.60	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8	14.4
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project/2012 (Board Approved)	Yes	0
Mathematics	CPM Core Connections (6-8)/2014	Yes	0

Science	California HMH Science Dimensions (6-8) 2020	Yes	0
History-Social Science	Teachers' Curriculum Institute (TCI): History Alive! California Series (6-8)/2018	Yes	0
Foreign Language	N/A	Yes	0
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		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	8/14/2023
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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. GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. (MENSTRUAL NOTICE IS NOT POSTED) MENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. UNISEX REST ROOM: 2. EXHAUST FAN IS NOT WORKING. (MENSTRUAL NOTICE IS NOT POSTED) UNISEX REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 9. SINK IS NOT DRAINING PROPERLY. (MENSTRUAL NOTICE IS NOT POSTED) UNISEX REST ROOM: 2. VENT IS DIRTY AND DETERIORATING. 15. DOOR DOES NOT OPEN/CLOSE PROPERLY. (MENSTRUAL NOTICE IS NOT POSTED) WOMENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. (MENSTRUAL NOTICE IS NOT POSTED) WOMENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 7. LIGHT DIFFUSER IS LOOSE. (MENSTRUAL NOTICE IS NOT POSTED)
Interior: Interior Surfaces	X			A-1: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. FOUR CAN LIGHTS ARE 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). 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-9: 4. SECTION OF WALL TRIM IS MISSING.

School Facility Conditions and Planned Improvements

			<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. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY).</p> <p>B-1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>B-12/ STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</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>D-3: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>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.</p> <p>A-2: 7. TWO CAN LIGHTS ARE OUT.</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-21/ STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS ARE MISSING.</p> <p>AD-6/ CONFERENCE ROOM A: 7. ONE LIGHT PANEL IS 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>ASSISTANT PRINCIPAL: 7. ONE LIGHT PANEL IS OUT.</p> <p>B-12: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7.</p>

School Facility Conditions and Planned Improvements

			<p>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. 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. C-4/ RSP: 7. ONE CAN LIGHT IS OUT. C-6: 4. PENCIL SHARPENER COVER IS MISSING. 7. ONE CAN LIGHT IS OUT. SURGE PROTECTORS ARE DAISY CHAINED. C-7: 7. ONE CAN LIGHT IS OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. C-9: 7. ONE CAN LIGHT IS OUT. 10. MULTIPLE PLUG IN AIR FRESHENERS. D-1: 7. TWO CAN LIGHTS ARE OUT. D-2: 7. ONE LIGHT PANEL IS OUT. ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS. G-11/ GIRLS LOCKER ROOM: 7. ELECTRICAL COVER IS MISSING. 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. MC-1D/ PRESENTATION ROOM: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS MISSING. 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>	<p>X</p>		<p>BOYS REST ROOM: 7. CAN LIGHT IS OUT. 8. ONE URINAL IS CONTINUALLY FLUSHING. 11. PAINT IS PEELING ON INTERIOR WALL. C-7: 7. ONE CAN LIGHT IS OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. KITCHEN: 9. FAUCET LEAKS AT FITTING. UNISEX REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 9. SINK IS NOT DRAINING PROPERLY. (MENSTRUAL NOTICE IS NOT POSTED)</p>

School Facility Conditions and Planned Improvements

			UNISEX REST ROOM: 8. TOILET LEAKS AT HANDLE. (MENSTRUAL NOTICE IS NOT POSTED)
Safety: Fire Safety, Hazardous Materials	X		A-3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. A-6: 7. TWO CAN LIGHTS ARE OUT. 10. EVACUATION MAP IS NOT POSTED (POSTED IN FURTHEST CORNER OF ROOM FROM EXIT DOORS). AD-3/ NURSE: 2. DIRTY VENT IN RR. 10. PLUG IN AIR FRESHENER. ADMIN: 10. ALL CALL AND BELL SYSTEM IS UNOPERABLE. 15. DOOR FRAME IS RUSTED. B-1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 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-3: 7. ONE CAN LIGHT IS OUT. 10. PLUG IN CANDLE WARMER. 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. C-1: 10. PLUG IN AIR FRESHENER. 15. DOOR DOES NOT SHUT PROPERLY. 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. C-9: 7. ONE CAN LIGHT IS OUT. 10. MULTIPLE PLUG IN AIR FRESHENERS. LIBRARY: 10. EVACUATION MAP IS NOT POSTED. MPR: 11. PAINT IS PEELING ON INTERIOR WALL.
Structural: Structural Damage, Roofs	X		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). PORTABLE: 13. FACIA IS RUSTED. 15. WINDOW IS BOARDED UP.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		ADMIN: 10. ALL CALL AND BELL SYSTEM IS UNOPERABLE. 15. DOOR FRAME IS RUSTED. C-1: 10. PLUG IN AIR FRESHENER. 15. DOOR DOES NOT SHUT PROPERLY. GYM: 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING. EXTENSION CORD AND

School Facility Conditions and Planned Improvements

SURGE PROTECTOR ARE DAISY CHAINED. 15. DOOR CLOSER COVER IS MISSING. PORTABLE: 13. FACIA IS RUSTED. 15. WINDOW IS BOARDED UP. UNISEX REST ROOM: 2. VENT IS DIRTY AND DETERIORATING. 15. DOOR DOES NOT OPEN/CLOSE PROPERLY. (MENSTRUAL NOTICE IS NOT POSTED)

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.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55	55	53	53	47	46
Mathematics (grades 3-8 and 11)	56	55	51	53	33	34

2022-23 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 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.

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	442	437	98.87	1.13	54.69
Female	216	214	99.07	0.93	57.94
Male	225	222	98.67	1.33	51.35
American Indian or Alaska Native	0	0	0	0	0
Asian	31	31	100.00	0.00	74.19
Black or African American	--	--	--	--	--
Filipino	62	62	100.00	0.00	51.61
Hispanic or Latino	122	120	98.36	1.64	36.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	52	98.11	1.89	63.46
White	169	167	98.82	1.18	63.47
English Learners	31	31	100.00	0.00	12.90
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	98	98.99	1.01	41.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	54	94.74	5.26	18.52

2022-23 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 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.

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	441	435	98.64	1.36	54.50
Female	216	213	98.61	1.39	53.52
Male	224	221	98.66	1.34	55.25
American Indian or Alaska Native	0	0	0	0	0
Asian	31	31	100.00	0.00	80.65
Black or African American	--	--	--	--	--
Filipino	62	61	98.39	1.61	54.10
Hispanic or Latino	121	119	98.35	1.65	32.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	51	96.23	3.77	60.78
White	169	168	99.41	0.59	65.06
English Learners	31	30	96.77	3.23	13.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	98	98.99	1.01	39.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	54	94.74	5.26	18.87

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	38.22	36.43	40.00	40.55	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	130	99.24	0.76	36.15
Female	47	47	100.00	0.00	34.04
Male	84	83	98.81	1.19	37.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	18	18	100.00	0.00	16.67
Hispanic or Latino	32	32	100.00	0.00	15.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	29.41
White	56	55	98.21	1.79	49.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	26.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	11.76

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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 5	N/A	N/A	N/A	N/A	N/A
Grade 7	100	100	100	100	100
Grade 9	N/A	N/A			

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.

2023-24 Opportunities for Parental Involvement

In the 2021-2022 school year, an Ingrid B Lacy team consisting of administrators, teachers, staff, and parents, with guidance from a family engagement consultant, designed, developed, implemented, and evaluated family engagement practices that lead to increased academic outcomes. The team aligned family engagement practices with the School Plan for Student Achievement (SPSA) and LCAP goals and priorities. In the 2023-2024 school year, Ingrid B Lacy's parents, along with parents from throughout the district, continue to participate in regularly scheduled meetings (Parent Advisory, Special Education Parent Advisory, District English Learner Committee) geared to providing input towards addressing the needs of all students.

Family involvement is an essential aspect of Ingrid B. Lacy Middle School. Our Parent-Teacher Organization (PTO) organizes events to strengthen our school community and raise funds for field trips, in-school assemblies, and presentations that enhance our curriculum. We use various forms of communication to keep families informed about upcoming events, including a weekly newsletter and calendar of events produced by the school principal. Teachers send home progress reports and report cards and schedule conferences with families. Additionally, we use phone calls, informal in-person or Zoom meetings, notes, emails, and an online grade book to keep in touch with families. If you would like to learn more about how you can get involved, please visit our PTO webpage at <http://www.ingridblacypto.com/>.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	458	454	64	14.1
Female	224	222	33	14.9
Male	233	231	31	13.4
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	31	31	1	3.2
Black or African American	5	4	1	25.0
Filipino	63	63	8	12.7
Hispanic or Latino	126	125	19	15.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	52	52	13	25.0
White	178	176	22	12.5
English Learners	35	35	3	8.6
Foster Youth	0	0	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	103	103	24	23.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	64	62	12	19.4

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.59	2.18	0.00	1.29	0.77	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.18	0
Female	0.89	0
Male	3.43	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.23	0
Black or African American	0	0
Filipino	1.59	0
Hispanic or Latino	3.97	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.85	0
White	0.56	0
English Learners	5.71	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.85	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.56	0

2023-24 School Safety Plan

At Ingrid B. Lacy Middle School, we prioritize the safety of our students above all else. We continuously review and refine our safety plans to ensure the safety of all students and staff. Our safety plan was developed through a collaborative effort of school personnel, local emergency officials, and our county office of education. The plan aims to identify and support the actions of school personnel in responding to emergencies or disasters. The plan serves as a guide for "Best Practice," and some procedure flexibility may be necessary. Additionally, IBL has worked closely with the school district and the County Department of Public Health to address the needs of student and staff safety regarding COVID-19.

The safety plan at Ingrid B. Lacy is reviewed regularly to ensure that it reflects the best practices and that all students and staff know what to do in an emergency. As a part of this plan, we conduct monthly safety drills to prepare ourselves in case of an actual emergency.

The safety plan at Ingrid B. Lacy outlines the responsibilities of everyone on site in the event of a school-wide or community disaster. The plan focuses on several areas, including but not limited to:

- 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.

- Emergency telephone numbers

The safety plan for the site and the district-wide plan are both available on our district's website. Additionally, the emergency plan for our site can be found in every building on the Ingrid B. Lacy campus. It is expected to receive approval from the Pacifica School District Board of Trustees in February of 2024.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	12	
Mathematics	22	4	12	
Science	25	3	11	
Social Science	24	3	13	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	3	11	
Mathematics	22	3	12	
Science	23	2	11	
Social Science	23	2	12	

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

2022-23 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	445

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$70,524
Percent Difference - School Site and District	N/A	N/A	43.7	7.2
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-4.4	-15.2

Fiscal Year 2022-23 Types of Services Funded

Ingrid B. Lacy Middle School offers a range of support services to our students and professional development opportunities to our teachers through LCFF and Supplemental funds. Some of these services include:

Additional hours for the Library Media Technician.

Homework help centers with IBL teachers are available every day in the morning and three days per week in the afternoon.

Academic Intervention classes for each grade level.

Seventh Grade visiting scientists program.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$45,594	\$54,046
Mid-Range Teacher Salary	\$68,260	\$84,515
Highest Teacher Salary	\$90,543	\$110,867
Average Principal Salary (Elementary)	\$136,545	\$136,841
Average Principal Salary (Middle)	\$144,070	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$220,461	\$217,473
Percent of Budget for Teacher Salaries	28.02%	32.43%
Percent of Budget for Administrative Salaries	6.73%	5.62%

Professional Development

Each year, the Pacifica School District has three district-wide Professional Development Days. These three days are aligned with district-wide initiatives based on student achievement and school climate data.

In 2021-2022, our professional development was on the Big Five emergency procedures. We also had professional development on equity, inclusion, and English Language learners provided by the SMCOE.

During the academic year 2022-2023, the first day of training consisted of multiple training sessions centered around students' and staff's physical and emotional well-being. The training also included a review of the BIG 5 and the COVID-19 Safe Schools Framework of the district. On the second day, site-based training focused on implementing the district's assessment program, iReady, and its personalized instruction. Kindergarten to grade 5 teachers received Bridges Mathematics curriculum training, while 6th to 8th-grade science teachers were trained on NGSS Aligned Instructional Sequences. Social studies teachers were trained on integrating more primary sources into history teaching and lesson planning. The third professional development day was centered around Universal Design for Learning (UDL).

In 2023-2024, the first day was focused on identifying the dispositions and developing Pacifica School District's Portrait of a Learner. The second district-wide professional development day included:

- * Reviewing the district goals and Portrait of a Pacifica Learner.
- * Introducing the Attendance "Strive for 95" campaign.
- * Equity training from the Anderson Group and Science training for all our TK-5 and 6th-8th science teachers.
- * The third day was spent in Sexual Orientation and Gender Identity/Expression training provided by The Coast Pride and Embracing Inclusivity and Our Diverse Community training provided by the Anderson Group.

The Pacific School District offers curricular-based professional development annually to its new teachers and staff. The training includes workshops on Readers/Writers Workshop, TCRWP ELD, Bridges Mathematics, CPM Math, and Fountas and Pinnell Assessment. In addition to that, the new teachers are assigned a mentor teacher within the district.

The IBL staff attends district-wide staff development days, and classes are dismissed early on Wednesdays for staff development and collaboration. In the academic year 2023-24, Wednesdays are dedicated to developing plans for equity and inclusion of all students, social/emotional learning, and support materials. Our staff participates in ongoing professional development to deepen their knowledge and implement best practices in all subject areas. Whenever the district adopts new materials, our teachers receive training from experts from the publisher and the district. IBL's new teachers are paired with mentors in the district for support and guidance. We also encourage and support teachers to visit other classrooms to observe best teaching practices and tier one strategies that work.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3