

# Ingrid B. Lacy Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Ingrid B. Lacy Middle School
<b>Street</b>	1427 Palmetto Avenue
<b>City, State, Zip</b>	Pacifica, CA 94044
<b>Phone Number</b>	(650) 738-6665
<b>Principal</b>	Cathleen Alderson
<b>Email Address</b>	calderson@pacificasd.org
<b>School Website</b>	pacificasd.org/IBLMS/
<b>County-District-School (CDS) Code</b>	41-68932-4130126

## 2022-23 District Contact Information

<b>District Name</b>	Pacifica School District
<b>Phone Number</b>	(650) 738-6600
<b>Superintendent</b>	Dr. Heather Olsen
<b>Email Address</b>	holsen@pacificasd.org
<b>District Website Address</b>	www.pacificasd.org

## 2022-23 School Overview

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

Our beliefs:

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

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

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

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

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

## 2022-23 School Overview

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

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

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

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		
Misassignments		
Vacant Positions		
<b>Total Teachers Without Credentials and Misassignments</b>		

## 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		
Local Assignment Options		
<b>Total Out-of-Field Teachers</b>		

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project/2012 (Board Approved)	Yes	0
Mathematics	CPM Core Connections (6-8)/2014	Yes	0
Science	California HMH Science Dimensions (6-8)/2019	Yes	0
History-Social Science	Teachers' Curriculum Institute (TCI): History Alive! California Series (6-8)/2018	Yes	0
Foreign Language	World Language Spanish: Realidades, Pearson, 2018	Yes	0

<b>Health</b>	Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005 Teen Talk/2016 (Health Connected)	Yes	0
<b>Visual and Performing Arts</b>	N/A		
<b>Science Laboratory Equipment</b> (grades 9-12)	N/A		

### School Facility Conditions and Planned Improvements

<b>Year and month of the most recent FIT report</b>	8/16/2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		ADMIN: UNDER CONSTRUCTION.  AD-3/ NURSE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AIR FRESHENER.  AD-6/ CONFERENCE ROOM A: 7. ONE LIGHT PANEL IS OUT.  AD-7/ PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT.  AD-19/ STAFF WORKROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT.  AD-9/ STAFF LOUNGE: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BASE OF WALL NEAR EXTERIOR ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH.  AD-21/ STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS ARE MISSING.  A-1: 7. TWO CAN LIGHTS ARE OUT.  A-2: 7. TWO CAN LIGHTS ARE OUT. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHAINED AND CREATING A TRIP HAZARD. 10. EVACUATION MAP IS NOT POSTED.

## School Facility Conditions and Planned Improvements

A-3:5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE CAN LIGHT IS OUT. 10. EVACUATION MAP IS NOT POSTED.

A-6: 7. TWO CAN LIGHTS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.

A-5/ RSP: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

A-8/ CUSTODIAL: 2. VENT 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.

G-3/ MAT ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

G-5/ ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.

G-9/ BOYS LOCKER ROOM: 7. ONE CAN LIGHT IS OUT (HALLWAY).

G-11/ GIRLS LOCKER ROOM: 7. ONE CAN LIGHT IS OUT (HALLWAY). ELECTRICAL COVER IS MISSING.

D-3A/ OFFICE: (ROOM ID IS FROM D-3 MUSIC OFFICE)

B-12: 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-5: 7. ONE CAN LIGHT IS OUT. 9. MULTIPLE FAUCETS HAVE NO FLOW.

B-1: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE CAN LIGHTS ARE OUT. SURGE PROTECTORS ARE DAISY CHAINED. 9. MULTIPLE

## School Facility Conditions and Planned Improvements

FAUCET HANDLES ARE LOOSE. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.

B-12/ STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

B-2: 7. ONE CAN LIGHT IS OUT. 9. ONE FAUCET HANDLE IS LOOSE.

B-6: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.

B-7: 7. TWO CAN LIGHTS ARE OUT.

B-3: 7. ELECTRICAL COVER IS MISSING IN CEILING. ONE CAN LIGHT IS OUT. 10. PLUG IN CANDLE WARMER.

B-9: 7. ONE CAN LIGHT IS OUT. 10. EVACUATION MAP IS NOT POSTED.

D-1: 7. THREE CAN LIGHTS ARE OUT.

D-2: 7. ONE LIGHT PANEL IS OUT.

D-3: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 15. DOOR CLOSER COVER IS MISSING.

D-1/ PORTABLE: 13. FACIA IS RUSTED. 15. WINDOW IS BOARDED UP.

E-1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 10. EVACUATION MAP IS NOT POSTED.

E-2: 4. WATER DAMAGE TO WALL ABOVE WINDOWS. 10. EVACUATION MAP IS NOT POSTED.

C-9: 7. ONE CAN LIGHT IS OUT. 10. MULTIPLE PLUG IN AIR FRESHENERS. EVACUATION MAP IS NOT POSTED.

C-8: 10. EVACUATION MAP IS NOT POSTED.

C-7: 4. PENCIL SHARPENER COVER IS MISSING.

## School Facility Conditions and Planned Improvements

				<p>C-3: 7. ONE CAN LIGHT IS OUT. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>C-2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>C-6: 7. ONE CAN LIGHT IS OUT.</p> <p>C-5: 10. PLUG IN AIR FRESHENER.</p> <p>C-1: 10. EVACUATION MAP IS NOT POSTED.</p> <p>C-4/RSP: 7. MULTIPLE CAN LIGHTS ARE OUT. 15. HOLES IN DOOR WINDOW FRAME. DOOR CLOSER IS MISSING. DOOR IS NOT OPENING/CLOSING PROPERLY.</p> <p>C-11/ CUSTODIAN: 4. WATER DAMAGE TO CEILING.</p> <p>C-10/ CBIT: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.</p> <p>LIBRARY: 7. THREE CAN LIGHTS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>MC-1D/ PRESENTATION ROOM: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X			
<p><b>Electrical</b></p>			X	<p>ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.</p> <p>MPR: 7. ELECTRICAL COVER IS BROKEN.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X			<p>GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 4. SOAP DISPENSERS ARE MISSING.</p> <p>BOYS REST ROOM: 4. SOAP DISPENSER IS MISSING. 7. CAN LIGHT IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR VENT IS BROKEN.</p>

## School Facility Conditions and Planned Improvements

				<p>UNISEX REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 2. VENT COVER IS MISSING. 15. DOOR SLAMS SHUT. 2. VENT IS DIRTY AND DETERIORATING. 15. DOOR DOES NOT OPEN/CLOSE PROPERLY. 8. TOILET LEAKS AT HANDLE</p> <p>MENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING.</p> <p>WOMENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 11. PAINT IS PEELING ON INTERIOR WALL. 2. EXHAUST FAN IS NOT WORKING. 4. SOAP DISPENSER IS MISSING.</p> <p>KITCHEN: 9. FAUCET LEAKS AT FITTING.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A		N/A		N/A	
<b>Mathematics</b> (grades 3-8 and 11)	N/A		N/A		N/A	

## 2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)						

## 2021-22 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
<b>All Students</b>					
<b>Female</b>					
<b>Male</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>					
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>					

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	NA	NA	NA	NA	NA
Grade 7	100	100	100	100	100
Grade 9	N/A	N/A	N/A	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.

#### 2022-23 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 an 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 2022-2023 school year, Ingrid B Lacy 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 extensive, vital aspect of Ingrid B. Lacy Middle School. Families provide many support services, from helping in the library and office, and assisting with field trips and activities. Most importantly, family members work with our administration and staff to develop rich programs that are unique to our school. Our communication with families is ongoing and takes many forms. The IBL Principal produces a weekly newsletter and calendar of events to keep families informed of upcoming events. Teachers send home progress reports and report cards, and they schedule conferences with families. Phone calls, informal conferences, notes, emails, the student assignment book, and on-line grade book offer additional means of communication between home and school. For more information on how to become involved, please contact the school office (650) 738-6668.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2022-23 School Safety Plan

Safety of students is our highest priority at Ingrid B. Lacy Middle School. We continue to re-evaluate and refocus attention on safety plans in order to ensure the safety of all of our students and staff. Our safety plan was developed by a collaborative effort of school personnel, local emergency officials, and our county office of education. The purpose of the plan is to identify and support the actions of school personnel when responding to an emergency or disaster. The plan is meant to be used as a guide for “Best Practice” and flexibility in procedures could be needed. In addition, IBL has worked closely with the school district and the County Department of Public Health to address the needs of student and staff safety around COVID-19 providing contact tracing, rapid tests and masks when needed.

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

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

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

The site safety plan and district-wide plan can be found on our district web-site. Our site emergency plan can also be found in all buildings on the Ingrid B. Lacy campus. It will receive Pacifica School District Board of Trustee approval in February/ March of 2023.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
Mathematics				
Science				
Social Science				

## 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				
Mathematics				
Science				
Social Science				

## 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				
Mathematics				
Science				
Social Science				

## 2021-22 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	

## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$7,401	\$1,306	\$6,095	\$65,065
District	N/A	N/A	\$7,132	
Percent Difference - School Site and District	N/A	N/A	-15.7	-13.1
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-35.7	-30.7

## 2021-22 Types of Services Funded

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

- Additional hours for the Library Media Technician.
- Free Academic Centers with IBL teachers are available before and after school every day of the week in the morning and three days per week in the afternoon.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

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 2022-2023, the first day was a series of training sessions around student and staff physical and emotional well-being and reviewing the BIG 5 and the District's COVID-19 Safe Schools Framework. The second is a site-based training focusing on school and district-wide implementation of our district assessment, iReady, and the program's personalized instruction. Science teachers had training on NGSS Aligned Instructional Sequences, and Social Studies teachers had training on incorporating more primary sources into history teaching and lesson planning. Our third professional development day will revolve around Universal Design for Learning (UDL). In 2022-2023, Ingrid B. Lacy is working closely with a consulting firm, Changing Perspectives, to create a more inclusive school community. School Administration also attended the Creating Safe Schools Discipline Training.

Pacific School District also provides our new teachers and staff each year with curricular-based professional development, including Readers/Writers Workshop, TCRWP ELD, Bridges Mathematics, CPM Math, and Fountas and Pinnell Assessment. In 2020-2021, the first two district-wide professional development days focused on preparing for starting the school year in full distance learning. Staff participated in accelerated learning training and the promotion of Social and Emotional development as we started the year from a distance. The third day's focus was on the San Mateo County Pandemic Recovery Framework, the development of report card standards, and social-emotional wellness, specifically self-care and trauma, using the Community Resiliency Model. The fourth professional development day included health and safety training and the social-emotional learning curriculum Caring School Communities.

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

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

In 2021-2022, Ingrid B. Lacy conducted professional development training around Restorative Practices and Implicit Bias beginning in February, with two additional days of training scheduled for April. Additionally, IBL sought further training to support vocabulary acquisition across all curricular areas for student development. This training was based on the results from the first administration of the iReady assessment.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	3