

Ingrid B. Lacy Middle School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Ingrid B. Lacy Middle School
Street	1427 Palmetto Avenue
City, State, Zip	Pacifica, CA 94044
Phone Number	(650) 738-6665
Principal	Daniel Lyttle
Email Address	danlyttle@pacificasd.org
School Website	
County-District-School (CDS) Code	41-68932-4130126

2021-22 District Contact Information

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

2021-22 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.

2021-22 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	142
Grade 7	166
Grade 8	179
Total Enrollment	487

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	8.8
Black or African American	1.4
Filipino	12.1
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	0.6
Two or More Races	13.1
White	34.5
English Learners	9
Foster Youth	0.2
Homeless	1
Socioeconomically Disadvantaged	23.8
Students with Disabilities	12.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 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
Health	Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005 Teen Talk/2016 (Health Connected)	Yes	0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				12/17/21
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			Portable used for storage, no longer used for students
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			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		A Wing Building exterior needs painting B Wing Building exterior needs painting C Wing Building exterior needs painting D Wing building exterior needs painting E Wing Downspouts being replaced with PVC pipe; Building exterior needs painting MPR Building exterior needs painting Kitchen Building exterior needs painting Tech Room Building exterior needs painting Band Room Building exterior needs painting Library Building exterior need painting Gym Building exterior needs painting Field - Track resurfaced and boundaries established; Baseball diamond need to be resurfaced and boundaries re-established
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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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	475	316	66.53	33.47	62.1
Female	211	134	63.51	36.49	68.18
Male	264	182	68.94	31.06	57.69
American Indian or Alaska Native	--	--	--	--	--
Asian	43	33	76.74	23.26	72.73
Black or African American	--	--	--	--	--
Filipino	45	27	60	40	40.74
Hispanic or Latino	136	78	57.35	42.65	44.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	77	50	64.94	35.06	68
White	162	120	74.07	25.93	74.17
English Learners	41	24	58.54	41.46	25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	76	62.81	37.19	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	29	47.54	52.46	10.71

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	475	306	64.42	35.58	52.81
Female	211	128	60.66	39.34	49.21
Male	264	178	67.42	32.58	55.37
American Indian or Alaska Native	--	--	--	--	--
Asian	43	33	76.74	23.26	72.73
Black or African American	--	--	--	--	--
Filipino	45	27	60.00	40.00	40.74
Hispanic or Latino	136	77	56.62	43.38	36.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	77	46	59.74	40.26	57.78
White	162	118	72.84	27.16	60.17
English Learners	41	23	56.10	43.90	22.73
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	70	57.85	42.15	36.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	27	44.26	55.74	18.52

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	172	NT	NT	NT	NT
Female	84	NT	NT		
Male	88	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	16	NT	NT	NT	NT
Hispanic or Latino	55	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	26	NT	NT	NT	NT
White	53	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	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.

2021-22 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, implement 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 2021-2022 school year, Ingrid B Lacy parents along with parents from throughout the district participated 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 Daniel Lyttle, Principal, at (650) 738-6668 or danlyttle@pacificasd.org.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	490	487	93	19.1
Female	217	217	38	17.5
Male	273	270	55	20.4
American Indian or Alaska Native	2	2	0	0.0
Asian	43	43	2	4.7
Black or African American	7	7	3	42.9
Filipino	59	59	6	10.2
Hispanic or Latino	141	141	41	29.1
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	64	64	18	28.1
White	171	168	22	13.1
English Learners	44	44	15	34.1
Foster Youth	1	1	1	100.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	125	125	36	28.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	62	26	41.9

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.92	0.00	1.38	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.68	0.97	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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 including but not limited to masking while on school grounds, pooled COVID testing, rapid testing of students and staff, and safety around student and staff lunch time.

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 2022.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	24	3	12	
Mathematics	22	5	12	
Science	23	4	12	
Social Science	26	2	12	

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	21	4	12	
Mathematics	20	6	11	
Science	29		12	
Social Science	24	3	13	

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

2020-21 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	487

2020-21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$6,497	\$611	\$5,886	\$60,517
District	N/A	N/A	\$7,219	
Percent Difference - School Site and District	N/A	N/A	-20.3	-13.1
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-35.7	-30.7

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$51,450
Mid-Range Teacher Salary		\$80,263
Highest Teacher Salary		\$101,012
Average Principal Salary (Elementary)		\$128,082
Average Principal Salary (Middle)		\$132,453
Average Principal Salary (High)		\$134,792
Superintendent Salary		\$197,968
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Pacifica School District has three district wide Professional Development Days. These 3 days have focuses aligned to District wide initiatives which are based on student achievement and school climate data. In 2019-2020, the first day was focused on The BIG 5 and a School Site Safety Procedures and Plan. The second and third day were Site based with focus on school and district wide initiatives of Family Engagement, Cycle of Inquiry/Improvement Science, DataZone, Restorative Practices, Readers/Writers Workshop and 6-8 Science Adoption. 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 off 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, development of a report card standards and social emotional wellness specifically self care and trauma using the Community Resiliency Model. The fourth professional development day included training on Health and Safety and on the social emotional learning curriculum Caring School Communities. In 2021-2022, the district focused professional development on the use and implementation of the iReady platform for student progress monitoring and the implementation of the Caring Schools Community SEL curriculum.

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

In the area of Math we continue to participate in on-going professional development with the College Preparatory Mathematics curriculum. 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. 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 out additional training for the support of vocabulary acquisition across all curricular areas for student development. This training was based upon 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

Pacifica School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1926	1405	72.95	27.05	54.79
Female	949	689	72.60	27.40	59.71
Male	977	716	73.29	26.71	50.07
American Indian or Alaska Native	--	--	--	--	--
Asian	170	126	74.12	25.88	65.60
Black or African American	24	19	79.17	20.83	44.44
Filipino	159	107	67.30	32.70	43.93
Hispanic or Latino	509	355	69.74	30.26	43.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	306	227	74.18	25.82	61.95
White	745	565	75.84	24.16	59.65
English Learners	165	108	65.45	34.55	21.70
Foster Youth	--	--	--	--	--
Homeless	32	20	62.50	37.50	11.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	399	259	64.91	35.09	32.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	235	133	56.60	43.40	15.15

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1926	1390	72.17	27.83	46.85
Female	949	685	72.18	27.82	45.21
Male	977	705	72.16	27.84	48.43
American Indian or Alaska Native	--	--	--	--	--
Asian	170	126	74.12	25.88	65.32
Black or African American	24	17	70.83	29.17	23.53
Filipino	159	106	66.67	33.33	39.62
Hispanic or Latino	509	352	69.16	30.84	35.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	306	219	71.57	28.43	54.59
White	745	564	75.70		49.55
English Learners	165	106	64.24	35.76	21.90
Foster Youth	--	--	--	--	--
Homeless	32	18	56.25	43.75	11.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	399	249	62.41	37.59	29.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	235	131	55.74	44.26	16.79

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.