

Santa Lucia Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Santa Lucia Middle School
Street	2850 Schoolhouse Lane
City, State, Zip	Cambria CA, 93428
Phone Number	(805) 927-3693
Principal	Kyle Martin
E-mail Address	kmartin@coastusd.org
Web Site	http://www.coastusd.org/index.php/schools/school-handbook-englis
CDS Code	40-75465-6042980

District Contact Information	
District Name	Coast Unified School District
Phone Number	(805) 927-3880
Superintendent	Dr. Victoria Schumacher
E-mail Address	vschumacher@coastusd.org
Web Site	www.coastusd.org

School Description and Mission Statement (School Year 2016-17)

Principal's Message

The School Report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides a variety of information about the school, its resources, its successes, and the areas in which improvements are needed. The Santa Lucia Middle School staff has developed a very strong academic program, as well as a well-balanced extra-curricular program. These programs were developed to meet the ever-growing demands of the early adolescent in our complex society today. As you read this Report Card from Santa Lucia Middle School, you will find a picture of a school with a solid record of improvement, a faculty that is professionally skilled and personally committed to meet the learning needs of students, and a student body which is motivated to perform well. You may request additional information regarding the Report Card by calling the school office.

Mission Statement

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

School Profile

Santa Lucia Middle School is in the Coast Unified School District. Curriculum is focused on core academics. Technology is integrated into the instruction of all courses. To prepare our students for their futures and to develop 21st century skills, students are asked to utilize technology to help research, produce, publish and present information. The school supports cultural awareness through its diverse literature selections, foreign language offerings and arts and music program.

During the year 2015/16, 6th, 7th, and 8th grade students are enrolled at the school, with classes arranged on a traditional schedule calendar.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	73
Grade 7	52
Grade 8	47
Total Enrollment	172

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0
Asian	1.2
Filipino	0.6
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	0.6
White	36.6
Two or More Races	0
Socioeconomically Disadvantaged	65.1
English Learners	34.9
Students with Disabilities	9.9
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	14	14	14	46
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Coast Unified held a public hearing on September 8, 2016 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Adopted 2004	Yes	0.0
Mathematics	College Preparatory Mathematics Adopted 2014	Yes	0.0
Science	Holt, Rinehart & Winston Adopted 2007	Yes	0.0
History-Social Science	Holt, Rinehart & Winston Adopted 2006 Houghton Mifflin Adopted 2006 McGraw-Hill Adopted 2006	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Santa Lucia Middle School was originally constructed in 1965 and is comprised of 3 permanent classrooms, 9 portable classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 front office, 1 computer lab, 1 athletic field space, and 1 asphalt play area.

Cleaning Process

The principal works daily with 1 full-time custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

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

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 6/23/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Regular maintenance
Interior: Interior Surfaces	X			Regular maintenance
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Regular maintenance
Electrical: Electrical	X			Regular maintenance
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Repairs and maintenance are done regularly and as needed
Safety: Fire Safety, Hazardous Materials	X			Monitored
Structural: Structural Damage, Roofs	X			In good repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Major renovations have taken place

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 6/23/2016				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	47	63	44	59	44	48
Mathematics	37	39	32	42	34	36

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	73	72	98.6	66.7
	7	51	51	100.0	49.0
	8	48	48	100.0	70.8
Male	6	32	31	96.9	64.5
	7	28	28	100.0	42.9
	8	21	21	100.0	57.1
Female	6	41	41	100.0	68.3
	7	23	23	100.0	56.5
	8	27	27	100.0	81.5
Hispanic or Latino	6	40	40	100.0	55.0
	7	31	31	100.0	32.3
	8	27	27	100.0	55.6
White	6	31	30	96.8	80.0
	7	16	16	100.0	75.0
	8	16	16	100.0	93.8
Socioeconomically Disadvantaged	6	48	47	97.9	57.5
	7	34	34	100.0	41.2
	8	28	28	100.0	64.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	6	25	25	100.0	40.0
	7	19	19	100.0	10.5
	8	16	16	100.0	31.3

Note: 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 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	74	73	98.7	35.6
	7	51	51	100.0	39.2
	8	51	51	100.0	39.2
Male	6	32	31	96.9	35.5
	7	28	28	100.0	39.3
	8	28	28	100.0	39.3
Female	6	42	42	100.0	35.7
	7	23	23	100.0	39.1
	8	23	23	100.0	39.1
Hispanic or Latino	6	40	40	100.0	27.5
	7	31	31	100.0	29.0
	8	31	31	100.0	29.0
White	6	32	31	96.9	45.2
	7	16	16	100.0	56.3
	8	16	16	100.0	56.3
Socioeconomically Disadvantaged	6	49	48	98.0	27.1
	7	34	34	100.0	26.5
	8	34	34	100.0	26.5
English Learners	6	25	25	100.0	12.0
	7	19	19	100.0	15.8
	8	19	19	100.0	15.8

Note: 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 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	71	71	71	65	63	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	48	48	100.0	70.8
Male	21	21	100.0	76.2
Female	27	27	100.0	66.7
Hispanic or Latino	27	27	100.0	51.9
White	16	16	100.0	100.0
Socioeconomically Disadvantaged	28	28	100.0	60.7
English Learners	16	16	100.0	18.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.6	27.5	37.3

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Santa Lucia Middle School greatly benefits from its supportive parents and community. The school has a strong base of parent volunteers who participate in school activities on a regular basis. Parents and families are able to provide input and assist in the school's direction through participation in the English Language Advisory Committee and through the School Site Council.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Santa Lucia Middle School at 805-927-3693.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	6.3	6.7	1.3	2.5	4.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Eighty-nine percent of the parents responding to the parent survey believe that Santa Lucia Middle School offers a safe learning environment. Eighty percent of surveyed students reported that Santa Lucia was safe or very safe. There were two vandalism incidents (minor) and no significant crime on campus during the past year. The District has a comprehensive Emergency Preparedness Plan in place to handle varied types of school-wide emergencies. The District and School Safety Plan covers all aspects of student safety for natural and man-incurred emergencies, and identification of duties for all types of emergencies. The students at Santa Lucia Middle School practice fire, earthquake and lock down drills regularly.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			Avg. Class Size	2014-15			Avg. Class Size	2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	15	6	5	21	5	3		21	5	3				
Mathematics	16	5	2	17	7	1		17	7	1				
Science	22	2	3	18	5	2		18	5	2				
Social Science	28		3	23	2	2	1	23	2	2	1			

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.875	N/A
Psychologist	.33	N/A
Social Worker	0	N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	.33	N/A
Resource Specialist	1	N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8769	1226	7545	73573
District	N/A	N/A	13745	\$70,064
Percent Difference: School Site and District	N/A	N/A	-45.1	5.0
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	32.9	21.2

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

Types of Services Funded (Fiscal Year 2015-16)

Data within the SARC was provided by Coast Unified School District, retrieved from the 2015-16 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,952	\$40,430
Mid-Range Teacher Salary	\$67,427	\$58,909
Highest Teacher Salary	\$82,410	\$77,358
Average Principal Salary (Elementary)	\$112,749	\$94,634
Average Principal Salary (Middle)	\$103,182	\$97,839
Average Principal Salary (High)	\$114,139	\$100,453
Superintendent Salary	\$179,000	\$123,728
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Topics for staff development during the 2016-17 school year include: Instructional techniques, implementation of common core state standards, student assessment, technology, curriculum development, safety, Response to Intervention, and others. During the 2016-17 school year there are three staff development days for all teachers with additional trainings based on subject matter.