Santa Lucia 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	Santa Lucia Middle School
Street	2850 Schoolhouse Lane
City, State, Zip	Cambria CA, 93428
Phone Number	(805) 927-3693
Principal	Kyle Martin
Email Address	kmartin@coastusd.org
School Website	https://santalucia.coastusd.org
County-District-School (CDS) Code	40-75465-6042980

2021-22 District Contact Information

District Name	Coast Unified School District
Phone Number	(805) 927-3880
Superintendent	Scott Smith.
Email Address	ssmith@coastusd.org
District Website Address	www.coastusd.org

2021-22 School Overview

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.

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	38
Grade 7	37
Grade 8	45
Total Enrollment	120

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Hispanic or Latino	80
Two or More Races	2.5
White	15.8
English Learners	45.8
Foster Youth	0.8
Homeless	10.8
Socioeconomically Disadvantaged	77.5
Students with Disabilities	10.8

A. Conditions of Learning

State Priority: Basic

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

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

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

Coast Unified held a public hearing on September 9, 2021 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks, instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Adopted 2017	Yes	0.0
Mathematics	College Preparatory Mathematics Adopted 2014	Yes	0.0
Science	Discovery Education Adopted 2020	Yes	0.0
History-Social Science	Holt, Rinehart & Winston Adopted 2006 Houghton Mifflin Adopted 2006 McGraw-Hill Adopted 2006	Yes	0.0
Foreign Language	McGraw Hill Adopted 2018	Yes	0.0
Health	Positive Prevention Plus Adopted 2016	Yes	0.0

School Facility Conditions and Planned Improvements

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

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

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

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

Year and month of the most recent FIT report	December, 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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	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 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	119	115	96.64	3.36	38.26
Female	54	53	98.15	1.85	49.06
Male	65	62	95.38	4.62	29.03
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	95	91	95.79	4.21	34.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100	0	52.63
English Learners	55	54	98.18	1.82	9.26
Foster Youth	--	--	--	--	--
Homeless	24	24	100	0	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	88	96.7	3.3	29.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100	0	13.33

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	119	116	97.48	2.52	20.69
Female	54	53	98.15	1.85	22.64
Male	65	63	96.92	3.08	19.05
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	95	92	96.84	3.16	13.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	52.63
English Learners	55	55	100.00	0.00	5.45
Foster Youth	--	--	--	--	--
Homeless	24	24	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	89	97.80	2.20	15.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

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.

All Students	N/A			
Female	N/A			
Male	N/A			
American Indian or Alaska Native	N/A			
Asian	N/A			
Black or African American	N/A			
Filipino	N/A			
Hispanic or Latino	N/A			

Native Hawaiian or Pacific Islander	N/A					
Two or More Races	N/A					
White	N/A					
English Learners	N/A					
Foster Youth	N/A					
Homeless	N/A					
Military	N/A					
Socioeconomically Disadvantaged	N/A					
Students Receiving Migrant Education Services	N/A					
Students with Disabilities	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.

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

*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	NT	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	43	NT	NT	NT	NT
Female	19	NT	NT	NT	NT
Male	24	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	34	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	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

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. Volunteer information is also available on the school website.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	123	120	6	5.0
Female	57	54	1	1.9
Male	66	66	5	7.6
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	96	96	6	6.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	22	19	0	0.0
English Learners	56	56	4	7.1
Foster Youth	1	1	0	0.0
Homeless	13	13	0	0.0
Socioeconomically Disadvantaged	94	93	4	4.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	15	15	0	0.0

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	0.79	0.81	1.20	0.18	3.47	0.20
Expulsions	0.79	0.00	0.34	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	0.79	2.66	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	0.81	0.00
Female	0.00	0.00
Male	1.52	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	1.04	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	1.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.06	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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. The District has a comprehensive Emergency Preparedness Plan in place to handle varied types of school-wide emergencies. The District and School Safety Plan covers all aspects of student safety for natural and man-incurred emergencies, and identification of duties for all types of emergencies. The students at Santa Lucia Middle School practice fire, earthquake and lock down drills regularly. The Safety Plan for Santa Lucia is reviewed, updated and discussed with faculty annually.

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	16	5	2	
Mathematics	12	8		
Science	15	4	1	
Social Science	18	3	1	

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	18	7	2	1
Mathematics	13	5	2	
Science	18	4	1	
Social Science	28	1	1	1

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	24	5	1	1
Mathematics	14	6	1	
Science	21	3	2	
Social Science	21	3	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	

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)	0
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	17,826	7,745	10,081	78,389
District	N/A	N/A	22,855	77,000
Percent Difference - School Site and District	N/A	N/A	-77.6	1.8
State			$8,444	$71,544
Percent Difference - School Site and State	N/A	N/A	17.7	9.1

2020-21 Types of Services Funded

Data within the SARC was provided by Coast Unified School District, retrieved from the 2019-20 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

2020-21 Types of Services Funded

kindergarten through grade twelve school districts and schools.

Services funded at Santa Lucia Middle school for the 2020/21 school year include:
Goal 1: Literacy
* Professional development will be provided to specific sites/grade levels and will include but not limited to SDAIE training, and integrated/designated ELD.
* To bridge literacy skills for English Learners, bilingual libraries and literature in home languages and/or with graphic support will be purchased to be made available in school libraries.
* In addition to all teachers providing integrated and designated ELD to English learners, designated ELD will be taught and supported by the following teachers: .42% ELD teacher at SLMS
* Additionally, bilingual aides support EL students across CUSD.
* Language needs and increased communication with families are supported by bilingual front office staff at each school site as well as the district office.
* Research based programs and curriculum to support ELD and to expand students' communication and critical thinking in literacy are purchased and implemented throughout the district. These programs and services include; English 3D. Renaissance Place, Newsela, and ETC Portal subscription provide reading materials and comprehension quizzes that are leveled for emerging readers and those in need of bilingual support. The district wide adoption of NWEA will provide longitudinal assessments providing direction for RTI grouping and student scheduling for support.
* Our SLMS librarian assists in research skills and instructing literacy strategies. Our school librarian also manages books and resources, including digital books and subscriptions and support for students in need.
* Our librarian position has evolved over the last few years as there has been a shift in the student needs. The library has become a place for students who are struggling with classes to seek additional help. This access directly supports our unduplicated students in all three goals.

Goal 2: Math
* Math teachers participate in professional learning sessions on the standards for mathematical practice. Teachers of mathematics will participate in a minimum of one workshop.
* To increase pupil achievement and course access, math support will be provided through offering an additional math period for students who need further instruction.
* To increase pupil achievement and due to the success of the iLearn math program, its use will be maintained.

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

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	$43,145	$45,813
Mid-Range Teacher Salary	$74,814	$70,720
Highest Teacher Salary	$97,575	$93,973
Average Principal Salary (Elementary)	$124,971	$111,613
Average Principal Salary (Middle)	$147,481	$119,477
Average Principal Salary (High)	$127,397	$120,270
Superintendent Salary	$185,000	$150,704
Percent of Budget for Teacher Salaries	28%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Topics for staff development during the 2018-19 school year include: Instructional techniques, implementation of common core state standards, student assessment, technology, curriculum development, safety, Response to Intervention, and others. During the 2020-21 school year there are three staff development days for all teachers with additional trainings based on subject matter.

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	3	3

Coast Unified 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	Coast Unified School District
Phone Number	(805) 927-3880
Superintendent	Scott Smith.
Email Address	ssmith@coastusd.org
District Website Address	www.coastusd.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	301	280	93.02	6.98	35.00
Female	149	141	94.63	5.37	38.30
Male	152	139	91.45	8.55	31.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	230	214	93.04	6.96	28.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	46.15
White	57	52	91.23	8.77	61.54
English Learners	143	137	95.80	4.20	10.22
Foster Youth	--	--	--	--	--
Homeless	78	72	92.31	7.69	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	238	219	92.02	7.98	29.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	36	87.80	12.20	22.22

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	301	282	93.69	6.31	19.93
Female	149	141	94.63	5.37	19.86
Male	152	141	92.76	7.24	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	230	216	93.91	6.09	13.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	38.46
White	57	52	91.23		42.31
English Learners	143	139	97.20	2.80	6.52
Foster Youth	--	--	--	--	--
Homeless	78	72	92.31	7.69	2.78
Military	0	0	0	0	0
Socioeconomically Disadvantaged	238	221	92.86	7.14	15.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	36	87.80	12.20	13.89