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Santa Lucia Middle School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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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 2018-19)

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	https://santaluciajuniorhigh.wixsite.com/slms
CDS Code	40-75465-6042980

District Contact Information	
District Name	Coast Unified School District
Phone Number	(805) 927-3880
Superintendent	Kyle Martin
E-mail Address	kmartin@coastusd.org
Web Site	www.coastusd.org

School Description and Mission Statement (School Year 2018-19)

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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	32
Grade 7	40
Grade 8	69
Total Enrollment	141

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	0.7
Filipino	0.7
Hispanic or Latino	63.8
Native Hawaiian or Pacific Islander	0.0
White	33.3
Socioeconomically Disadvantaged	72.3
English Learners	27.7
Students with Disabilities	7.8
Foster Youth	0.7

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	14	13	12	41
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	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2017

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	McGraw Hill Adopted 2017	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
Foreign Language	McGraw Hill Adopted 2018	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 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Regular maintenance
Interior: Interior Surfaces	Good	Regular maintenance
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Regular maintenance
Electrical: Electrical	Good	Regular maintenance
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Repairs and maintenance are done regularly and as needed
Safety: Fire Safety, Hazardous Materials	Good	Monitored
Structural: Structural Damage, Roofs	Good	In good repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	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	**Good**

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. 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); 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	58.0	63.0	53.0	50.0	48.0	50.0
Mathematics (grades 3-8 and 11)	44.0	46.0	41.0	41.0	37.0	38.0

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.

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	146	146	100.00	63.01
Male	71	71	100.00	53.52
Female	75	75	100.00	72.00
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	91	91	100.00	56.04
White	52	52	100.00	76.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	98	98	100.00	56.12
English Learners	76	76	100.00	48.68
Students with Disabilities	13	13	100.00	23.08
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	146	146	100	45.89
Male	71	71	100	40.85
Female	75	75	100	50.67
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	91	91	100	40.66
White	52	52	100	55.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	98	98	100	38.78
English Learners	76	76	100	38.16
Students with Disabilities	13	13	100	23.08
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	4.9	24.4	61.0

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.7	3.7	2.7	4.2	1.5	3.1	3.7	3.7	3.5
Expulsions	0.0	0.6	0.0	0.0	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 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. The Safety Plan for Santa Lucia was reviewed, updated and discussed with faculty on 12/3/2018.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	19.0	6	2		20.0	5	4		15.0	8	1	1
Mathematics	16.0	6			20.0	4	3		17.0	5	3	
Science	25.0	2	2		23.0	2	3		22.0	3	2	
Social Science	25.0	1	3		23.0	2	3		22.0	3	2	

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.50	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 (non-teaching)	1	N/A
Other	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$13,881	$1,114	$12,767	$68,157
District	N/A	N/A	$15,806	$74,552
Percent Difference: School Site and District	N/A	N/A	-21.3	-9.0
State	N/A	N/A	$7,125	$63,590
Percent Difference: School Site and State	N/A	N/A	56.7	6.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Data within the SARC was provided by Coast Unified School District, retrieved from the 2017-18 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.

Services funded at Santa Lucia Middle school for the 2017-18 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.

- Illuminate: INSPECT, Grade Cam and Data and Assessment package

- 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 (currently iPads at Santa Lucia Middle School) 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, Illuminate assessment 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, Illuminate assessment and report services

- Based on stakeholder input from both teachers and parents, funding for additional homework assistance is provided Monday through Thursday

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,670	$42,990
Mid-Range Teacher Salary	$75,465	$61,614
Highest Teacher Salary	$91,312	$85,083
Average Principal Salary (Elementary)	$128,001	$100,802
Average Principal Salary (Middle)	$118,355	$105,404
Average Principal Salary (High)	$113,727	$106,243
Superintendent Salary	$194,553	$132,653
Percent of Budget for Teacher Salaries	28.0	30.0
Percent of Budget for Administrative Salaries	8.0	6.0

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 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 2018-19 school year there are three staff development days for all teachers with additional trainings based on subject matter.