

Coast Unified School District

Santa Lucia Middle School

2008-2009 School Accountability Report Card

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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 provide 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. The school supports cultural awareness through its diverse literature selections.

During the year 2008/09, 6th, 7th, and 8th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Discipline & Climate for Learning

Students at Santa Lucia Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.0%
American Indian	0.0%
Asian	0.6%
Caucasian	39.8%
Filipino	0.0%
Hispanic or Latino	58.4%
Pacific Islander	0.6%
Multiple or No Response	0.6%

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	5	2	7	28	37	36
Suspension Rate	2.8%	1.2%	4.3%	3.2%	4.6%	4.7%
Expulsions	0	0	0	7	1	1
Expulsion Rate	0.0%	0.0%	0.0%	0.8%	0.1%	0.1%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include volleyball and basketball. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
6th	56	64	48
7th	48	50	63
8th	76	50	50

Enrollment By Program

During the 2007-2008 school year 162 students were enrolled at Santa Lucia Middle School, of which 15.4% were students with disabilities, 20.0% were English Learners, and 57.4% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from instructional assistants, tutorial teachers, and volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	19	18	15	8	10	14	7	6	4	1	-	-
Mathematics	21	18	17	5	8	9	4	3	2	-	-	-
Science	22	22	22	5	4	3	4	4	4	-	-	-
Social Science	23	20	19	4	7	7	3	2	2	1	-	-

Instructional Time (Includes Minimum Days)

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade. Santa Lucia Middle School offers 58,870 instructional minutes. California state requirement is 54,000. Santa Lucia has 12 Minimum Days.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
6th	54,000	58,870
7th	54,000	58,870
8th	54,000	58,870

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal, who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Coast Unified School District offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is lead by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

Staff 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 2008-2009 school year included: Instructional techniques, student assessment, technology, curriculum development, safety, Response to Intervention and others. During the 2008-2009 there were 2 staff Development days.

Individualized Instruction

Santa Lucia Middle School provides special education services to students who are in need. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day.

Counseling & Support Staff

It is the goal of Santa Lucia Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Santa Lucia Middle School provides eight hours per week of counseling service provided by San Luis Obispo County Drug Prevention Program.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Band/Music Director	1	33
Bilingual Aide	1	
Counselor	2	As Needed
District Nurse	1	As Needed
Librarian	1	
Resource Specialist Aide	1	

Teacher Assignment

Coast Unified School District recruits and employs the most qualified credentialed teachers. For the 2008/09 school year, Santa Lucia Middle School had 13 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	11	11	11	56
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008/09 school year, the most current data are reported.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Substitute Teachers

The Coast Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Santa Lucia Middle School. Generally, the district does not experience any problems finding qualified substitute teachers.

School Leadership

The overall quality of instruction and leadership is excellent. The curriculum is appropriately aligned with State Frameworks and model curriculum guides, and the staff searches for ways to continually improve student performance. The Principal welcomes input from students, staff, and community members which fosters cooperation and respect among groups.

Parent 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.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Cambria Grammar School 805-927-4400.

Curriculum Development

All curriculum development in the Coast Unified School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly.

Instructional Materials

Coast Unified held a Public Hearing in September 10, 2009 and determined that each school within the District has 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 State 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
8th	History/Social Studies	Holt, Rinehart & Winston	2006	Yes	0.0%
7th	History/Social Studies	Houghton Mifflin	2006	Yes	0.0%
6th	History/Social Studies	McGraw-Hill	2006	Yes	0.0%
8th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2008	Yes	0.0%
6th-8th	Reading/ Language Arts	Prentice Hall	2004	Yes	0.0%
6th-8th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Cambria and Morro Bay which contain numerous computer workstations.

Safe School Plan

Eighty-nine percent (89%) of the parents responding to the parent survey believe that Santa Lucia Middle School offers a safe learning environment. There was only one vandalism incident and no significant crime on campus during the past year. The District has a comprehensive Emergency Preparedness Plan in place to handle all 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 and earthquake drills.

School Facilities

Santa Lucia Middle School was originally constructed in 1965 and is comprised of 9 portable classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 2 computer labs, 1 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. Santa Lucia Middle School Deferred Maintenance project plan for 2008-09 consists of refinishing the gym floor.

School Facility Conditions				
Date of Last Inspection: 08/18/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	8	7	
Similar Schools Rank	8	10	10	
All Students				
Actual Growth	28	16	-6	787
Socioeconomically Disadvantaged				
Actual Growth	66	54	13	754
Hispanic or Latino				
Actual Growth	74	86	5	757
Caucasian				
Actual Growth	3	-33	-16	838
English Learners				
Actual Growth	85	68	7	720

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	53	55	52	50	53	54	43	46	50
Mathematics	48	51	49	45	41	44	40	43	46
Science	70	73	66	52	54	62	38	46	50
History/Social Science	55	45	48	48	48	56	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	41	45	53	37
Pacific Islander	*	*	*	*
Caucasian	70	56	85	65
Males	55	48	56	31
Females	49	49	71	56
Socioeconomically Disadvantaged	41	43	56	41
English Learners	13	26	28	17
Students with Disabilities	24	20	*	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	No	No	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Physical Fitness

In the spring of each year, Coast Unified's schools are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.7%	30.0%	41.7%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$37,746	\$38,000
Mid-Range Teachers	\$63,382	\$55,721
Highest Teachers	\$78,637	\$71,548
Elementary School Principals	\$105,235	\$85,858
Middle School Principals	\$105,229	\$91,479
High School Principals	\$110,497	\$93,937
Superintendent	\$163,041	\$115,980
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.5%	34.8%
Administrative Salaries	7.2%	6.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$70,082
District	\$67,150
Percentage of Variation	4.36%
School & State	
All Unified School Districts	\$56,376
Percentage of Variation	24.31%

District Expenditures

Coast Unified School District spent an average of \$10,495 to educate each student, based on 2007-08 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,540
From Restricted Sources	\$1,559
From Unrestricted Sources	\$6,981
District	
From Unrestricted Sources	\$10,495
Percentage of Variation between School & District	33.48%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	26.65%

District Revenue Sources

In addition to general state funding, Cambria Grammar School receives state and federal funding for the following categorical funds and other support programs.

Data Sources

Data within the SARC was provided by Coast Unified School District, retrieved from the 2008-2009 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). 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.