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Linda Mar Educational Center
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Linda Mar Educational Center
Street	830 Rosita Road
City, State, Zip	Pacifica, CA 94044
Phone Number	(650) 738-6615
Principal	Ray Avila Ed.D.
E-mail Address	ravila@pacificasd.org
Web Site	http://www.pacificasd.org/District/1414-LMEC.html
Grades Served	Preschool
CDS Code	41 68932 6043962

District Contact Information	
District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Wendy Tukloff
E-mail Address	wtukloff@pacificasd.org
Web Site	www.pacificasd.org

School Description and Mission Statement (Most Recent Year)

The Linda Mar Educational Center is home to the Pacifica preschool special education program, Pacifica School Volunteers office, and the Pacifica School District Home School Program. Linda Mar Educational Center opened in 2005-2006 as a campus for the district's alternative Home School Program for kindergarten through grade eight and for special education preschool services and classes for disabled students ages three through five. LMEC serves preschool students with disabilities who receive a variety of services from speech and language services to specialized classes that support academics and school readiness. LMEC provides services such as occupational therapy, adaptive physical education, speech and language support, and behavioral support. We have many referrals to our program from surrounding school districts. Our excellent and highly experienced teachers are dedicated to preparing young students for kindergarten through individualized education plans and instruction. Our wonderful special day classes welcome students from surrounding districts as well as Pacifica students. The Pacifica School Volunteers have had their offices here at Linda Mar since 2004. The Pacifica School Volunteers organize and place the many parent and community volunteers who dedicate their time to our students throughout the district. In our Home School Program now in its ninth year we have served up to 40 students from kindergarten through grade 8. This alternative education program provides families with learning materials, curriculum, instruction in algebra and the sciences, and many activities that draw families together. We welcome new families and visitors to see our exceptional classes and encourage visits to our school anytime.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	2
Grade 1	3
Grade 2	1
Grade 3	5
Grade 4	2
Grade 5	3
Grade 6	9
Grade 7	7
Grade 8	11
Total Enrollment	43

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	7
Asian	14
Filipino	4.7
Hispanic or Latino	30.2
White	32.6
Two or More Races	11.6
Socioeconomically Disadvantaged	27.9
English Learners	2.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	4	4	4	138.33
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, A Legacy of Literacy (K-5)/2003 Prentice Hall, Timeless Voices, Timeless Themes (6-8)/2002	Yes	0
Mathematics	Pearson, enVision (K-5)/2009 CPM Core Connections (6-8)/2014	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	FOSS California Edition (K-5)/2007 CPO Focus on Science, Earth Science (6), Life Science (7), Physical Science (8)/2007	Yes	0
History-Social Science	Houghton Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002 TCI, History Alive! Ancient World (6), The Medieval World and Beyond (7), The US through Industrialism (8)/2005	Yes	0
Health	The Puberty Workshop (5)/2013 Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Pressure regulator in kitchen
Interior: Interior Surfaces		X		Flooring
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: January 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	67	56	44
Mathematics	33	50	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	3	2	66.7	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	4	4	100.0	--	--	--	--
	6	11	9	81.8	--	--	--	--
	7	9	6	66.7	--	--	--	--
	8	10	8	80.0	--	--	--	--
Male	3	3	0	0.0	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	4	1	25.0	--	--	--	--
	6	11	3	27.3	--	--	--	--
	7	9	3	33.3	--	--	--	--
	8	10	4	40.0	--	--	--	--
Female	3	3	2	66.7	--	--	--	--
	5	4	3	75.0	--	--	--	--
	6	11	6	54.5	--	--	--	--
	7	9	3	33.3	--	--	--	--
	8	10	4	40.0	--	--	--	--
Black or African American	5	4	1	25.0	--	--	--	--
	6	11	1	9.1	--	--	--	--
	7	9	1	11.1	--	--	--	--
	8	10	1	10.0	--	--	--	--
Asian	6	11	1	9.1	--	--	--	--
	7	9	2	22.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	6	11	2	18.2	--	--	--	--
	7	9	0	0.0	--	--	--	--
Hispanic or Latino	3	3	2	66.7	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	4	2	50.0	--	--	--	--
	6	11	3	27.3	--	--	--	--
	7	9	1	11.1	--	--	--	--
	8	10	2	20.0	--	--	--	--
White	5	4	1	25.0	--	--	--	--
	6	11	2	18.2	--	--	--	--
	7	9	2	22.2	--	--	--	--
	8	10	5	50.0	--	--	--	--
Two or More Races	8	10	0	0.0	--	--	--	--
Socioeconomically Disadvantaged	5	4	1	25.0	--	--	--	--
	6	11	5	45.5	--	--	--	--
	7	9	3	33.3	--	--	--	--
	8	10	2	20.0	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	3	2	66.7	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	4	4	100.0	--	--	--	--
	6	11	9	81.8	--	--	--	--
	7	9	5	55.6	--	--	--	--
	8	10	6	60.0	--	--	--	--
Male	3	3	0	0.0	--	--	--	--
	4	1	1	100.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	5	4	1	25.0	--	--	--	--
	6	11	3	27.3	--	--	--	--
	7	9	2	22.2	--	--	--	--
	8	10	3	30.0	--	--	--	--
Female	3	3	2	66.7	--	--	--	--
	5	4	3	75.0	--	--	--	--
	6	11	6	54.5	--	--	--	--
	7	9	3	33.3	--	--	--	--
	8	10	3	30.0	--	--	--	--
Black or African American	5	4	1	25.0	--	--	--	--
	6	11	1	9.1	--	--	--	--
	7	9	0	0.0	--	--	--	--
	8	10	1	10.0	--	--	--	--
Asian	6	11	1	9.1	--	--	--	--
	7	9	2	22.2	--	--	--	--
Filipino	6	11	2	18.2	--	--	--	--
	7	9	0	0.0	--	--	--	--
Hispanic or Latino	3	3	2	66.7	--	--	--	--
	4	1	1	100.0	--	--	--	--
	5	4	2	50.0	--	--	--	--
	6	11	3	27.3	--	--	--	--
	7	9	1	11.1	--	--	--	--
	8	10	2	20.0	--	--	--	--
White	5	4	1	25.0	--	--	--	--
	6	11	2	18.2	--	--	--	--
	7	9	2	22.2	--	--	--	--
	8	10	3	30.0	--	--	--	--
Two or More Races	8	10	0	0.0	--	--	--	--
Socioeconomically Disadvantaged	5	4	1	25.0	--	--	--	--
	6	11	5	45.5	--	--	--	--
	7	9	3	33.3	--	--	--	--
	8	10	2	20.0	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	57	--	--	73	71	75	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	75
All Student at the School	--
Male	--
Female	--
Black or African American	--
Hispanic or Latino	--
White	--
Two or More Races	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Our students' families are an integral part of the curriculum at LMEC. Teachers extend lessons at school with practice components at home. We encourage parents to read to their children and practice literacy concepts. SEPAC, the Special Education Parent Advisory Committee, is very active in offering informational nights and opportunities for parents to work with the school and share experiences with each other. For more information on how to become involved, contact Ray Avila Ed.D., Principal, at (650) 738-6615.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0		1.9	2.3		5.1	4.4	
Expulsions	0.0	0.0		0.0	0.0		0.1	0.1	

School Safety Plan (Most Recent Year)

Linda Mar staff monitor student safety very closely. Home School Program students meet in small groups or individually with their supervising instructor, Kathy Green, to review assignments and receive new lessons. Our preschool has a very low student to teacher ratio, and there are two specially trained instructional aides for each classroom. Preschool students are always supervised and escorted to and from the bus each morning. Visitors must sign in at the office and take a visitor's badge before touring the campus.

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with all staff during meetings for all school staff. We practice fire and earthquake drills monthly and provide staff training on emergency preparedness in the spring. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in September 2015.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K									16	1		
6	5	5										
Other	9	1			12	1						

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	6	2			12	1			18	1		
Mathematics	6	2			6	2						
Science	6	2			6	2			9	2		
Social Science	6	2			12	1			18	1		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6960	1	6959	70785
District	N/A	N/A	5585	
Percent Difference: School Site and District	N/A	N/A	24.6	28.3
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	-15.2	14.1

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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)

Our teachers attend one day of staff development before school begins and two days during the school year. These days are devoted to aligning our curriculum to the California Content Standards and the Common Core State Standards, learning how to analyze standardized test results, exploring techniques for creating constructive classroom environments, and discussing the latest research in child development and its application to the elementary school. Teachers and administrators look at test scores and review the most pressing issues of the previous year to choose specific topics for staff development. Every year, special training for teachers and instructional aides is provided by professional instructors to encourage growth and promote familiarity with the latest research and data. For the previous three school years, we had three days each year dedicated to staff and professional development.