

## 2018 SARC Input Form

**THIS IS NOT THE FULL SARC TEMPLATE.**

Please review and complete each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

### [School Contact Information \(School Year 2018-19\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Mesa Middle School
Street	2555 Halcyon Rd.
City, State, Zip	Arroyo Grande, CA 93420
Phone Number	(805) 474-3400
Principal	Michael Flushman
E-mail Address	michael.flushman@lmusd.org
School Website	www.luciamarschools.org
CDS Code	40-68759-6109342
School Logo	 <p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p>

### District Contact Information (School Year 2018-19)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Lucia Mar Unified School District
Street	602 Orchard St.
City, State, Zip	Arroyo Grande, CA 93420
Phone Number	(805) 474-3000
Superintendent	Andy Stenson
Web Site	www.luciamarschools.org
E-mail Address	andy.stenson@lmsud.org
District Logo	<div style="text-align: center;"><p>LUCIA MAR UNIFIED SCHOOL DISTRICT</p></div> <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p>

### District Governing Board

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Chad Robertson, President
Member 2	Vicki Meagher, Vice President
Member 3	Colleen Martin, Clerk
Member 4	Vern Dahl, Member
Member 5	Dawn Meek, Member
Member 6	Dee Santos, Member
Member 7	Don Stewart, Member
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

## District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
<b>Superintendent</b>	Andy Stenson
<b>Administrator 1</b>	Paul Fawcett Assistant Superintendent, Human Resources
<b>Administrator 2</b>	Hillery E. Dixon Assistant Superintendent, Curriculum, Instruction & Assessment
<b>Administrator 3</b>	Linda Pierce Director, Student Services
<b>Administrator 4</b>	Jennifer Handy Director, Special Education
<b>Administrator 5</b>	
<b>Administrator 6</b>	
<b>Administrator 7</b>	
<b>Administrator 8</b>	
<b>Administrator 9</b>	
<b>Administrator 10</b>	
<b>Administrator 11</b>	
<b>Administrator 12</b>	
<b>Administrator 13</b>	

## [School Description and Mission Statement \(School Year 2018-19\)](#)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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### Principal's Message

As principal, I have the privilege of introducing the annual School Accountability Report Card (SARC) for Mesa

## Middle School.

Mesa Middle School serves students from the communities of Arroyo Grande and Nipomo. We are located along the beautiful central coast of California in San Luis Obispo County. Mesa is one of three middle schools in the Lucia Mar Unified School District.

### Mesa Mission

This year during our summer professional development the Mesa staff revisited its mission statement. Through a collaborative effort over the summer Mesa developed a new mission statement.

Mesa MS will inspire and prepare students for success in our rapidly changing world by building critical thinking skills, technological abilities, global awareness and respect for our school's core values. (Honesty, Achievement, Work ethic, Kindness)

### "Excellence in Every Endeavor"

This is the school motto developed by the students, staff, and parents of Mesa Middle School in a cooperative effort. Mesa Middle School, a California Distinguished School, also employs the mission statement of the Lucia Mar Unified School District: to ensure that all students acquire the knowledge, skills, and attitudes essential to become productive members of society. We see a school where the dignity and worth of each individual is recognized and each child is given the opportunity to achieve to his or her potential. Our mission and vision statements provide a common theme that unifies all segments of the Mesa Middle School community- administrators, teaching and support staff, parents, students and community members- in our quest for continuous school improvement.

### OUR BELIEFS

Our unified beliefs provide staff with the ability to have high expectations for every student. Underperforming students are provided many support services and opportunities to achieve at the same high level as their peers so that we may close the gap between student achievement. Our vision and mission statements are communicated to parents, students and staff in many ways. On campus you can see "Excellence in Every Endeavor" demonstrated in all aspects of school life. A strong academic focus is evident throughout the school culture and classrooms. Samples of excellent student work are prominently displayed in classrooms school-wide, in the library, and office. Students are recognized frequently for academic achievements at quarterly awards assemblies for each grade level, in school newsletters, on the school web site, and at the end-of year Excellence Awards Night. We also teach character education through our Advisory Program and incorporate it throughout our school. Our character education theme reinforces our drive for excellence in every endeavor. Staff and parents evaluate our commitment to the school's mission/vision statement each spring and changes are made as needed.

### DISTINGUISHED SCHOOL

Mesa Middle School received recognition as a 2007 California Distinguished School, which acknowledged the hard work and high academic achievement of our students and staff. Mesa believes in an ongoing process of school improvement with an unwavering focus on raising student achievement to close achievement gaps among our diverse group of students. By using student data to guide instruction and setting targets for academic growth among all student groups, we have raised student achievement over the past several years.

### DEMOGRAPHICS

Mesa currently houses 545 students in grades 7 through 8 in 28 classrooms, not including our Physical Education facilities. Our student population is comprised of: 2% African-American, 1% American Indian, 1%

Asian, 58% Hispanic or Latino, 1% Pacific Islander, and 35% white. Mesa's Economically Disadvantaged students (66%) and English Language Learners, which include RFEP and EL (43%), students designated as "in transition", or homeless (8%), and students living with foster families (2%) comprise significant sub groups of our student population. Students with disabilities (15%), are other special populations.

#### SUPPORT SERVICES

Many intervention programs are offered to support our at-risk students. Support interventions emphasize a wide range of one-hour Study Lab sessions offered 1-4 days per week by credentialed teachers in all core subjects and ongoing counseling groups and services. Mesa offers targeted intervention in language and math through courses designed to target students struggling in those areas by giving them an extra language or math class to support areas of need. Interventions also include: before school, break, lunchtime, and after school tutoring in all subject areas: a drop-in after school Homework Club, special education collaborative classes, after school Math tutoring, and class size reduction teachers to support math and language instruction.

A comprehensive guidance and counseling program is in place at Mesa to support our students' academic, social, and emotional well-being. We offer a rich and varied extracurricular life so that all students can participate in activities that help them grow socially and emotionally. By working together as a professional learning community, we have created a climate of collaboration among teachers and staff to ensure a strong instructional program and a focus on student learning. In and out of Mesa's classrooms, you can see "Excellence in Every Endeavor" demonstrated in all aspects of school life.

#### STUDENT CENTERED

We continually strengthen our instructional practices in order to reach all students--especially our large population of English learners (43%) and economically disadvantaged students (66%). We have an English Language Development teacher and language and math intervention sections. We use common formative assessments to regularly gauge student progress and adjust instruction to meet students' needs. Tutoring labs in core subjects are provided by credentialed teachers as part of our "Bright Futures" after school remedial and enrichment program. We value and celebrate student academic achievement and positive character on a regular basis. Character Education is emphasized in our schoolwide period one advisory program where students are taught and recognized for positive character traits that fall into our behavior matrix: Citizenship, Respect, Responsibility which is part of our beginning implementation of PBIS (Positive Behavior Supports and Interventions).

#### [Opportunities for Parental Involvement \(School Year 2018-19\)](#)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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Mesa Middle School believes that the integration of families into our school community is essential to a robust and responsive school. Therefore, Mesa welcomes and encourages parent involvement. Parents are involved in different capacities at Mesa. For example, parents are members of advisory committees, volunteer in classrooms, serve as special tutors, join us for special presentations, attend recognition ceremonies, judge special events, chaperone activities, coach interscholastic sports teams, and coordinate special events. We currently have four parents on our School Site Council (SSC), an English Learner Advisory Council (ELAC) made up of parents of our English Learners, and an active Parent/Teacher/Student Association (PTSA) membership.

Communication between Mesa and our community is facilitated through a weekly newsletter, social media (Facebook , Instagram and Twitter) , autodialers and bulk emails, articles in the local newspapers, frequent informational letters sent to all homes in both English and Spanish, parent surveys, student and staff participation in community events, student performances at community events, student participation in community contests, parent education courses, our committed PTSA, and parent involvement in school committees.

Parents who wish to volunteer or participate in Mesa Middle School’s committees and school activities may also contact Liliana Sansores or Rochelle McCarty, school secretaries, at (805) 474-3400.

### **School Safety Plan (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information about your school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The Plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their Safe School Plans: current status of school crime; child abuse reporting procedures; disaster procedures, both routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The Injury, Illness & Prevention Plan was last updated and reviewed with school staff in October 2018.

### **School Facility Conditions and Planned Improvements (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE’s MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, Please review and complete the information below as needed.

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**Year and month of the most recent FIT report: 8/14/2018**

This section should be kept to 1-2 paragraphs.

Mesa Middle School provides a safe, clean environment for learning. Built in 1993, Mesa Middle School is

situated on 12 acres. The school buildings span 46,910 square feet, consisting of 30 classrooms, computer labs, a library media center, a band room, administrative offices, kitchen, multipurpose room, and gymnasium. The facility strongly supports teaching and learning through its ample classroom and playground space.

A permanent shade structure is being installed over the quad area in 2017. In the planning stages are a build-out of a new Band Room, Counseling Area, and four dedicated Science classrooms.

Mesa Middle School is a closed campus. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check-in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, adults supervise students and school grounds, such as the cafeteria and recreation area, to ensure a safe and orderly environment.

Safety concerns are the No. 1 priority of maintenance and operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100 percent of all toilets on school grounds are in working order.

A team of custodians ensures classrooms, campus grounds, and restrooms are kept clean and safe. A scheduled maintenance program is administered by Lucia Mar Unified School District to ensure that all classrooms and facilities are well maintained and provide a suitable learning environment. A summary of these standards is available at the school office or at the District office.

**School Facility Good Repair Status (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent):

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		: 4. Broken ceiling tile 13. stained ceiling tile Library: 4. Stained ceiling tile Office: 4. Stain ceiling tile Portable 30: 4. ripped pinnable & missing ceiling tile Room 10: 4. missing floor tile Room 201: 4. 3 Stained Ceiling Tiles Room 404: 4. cracked floor tile, hole in ceiling

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Portable 72: 5. cluttered
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys Restroom 300: 15. rusted door 8. missing toilet
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			: 4. Broken ceiling tile 13.stained ceiling tile Weight Room: 13. Stain ceiling tile
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Boys Restroom 300: 15. rusted door 8. missing toilet Girls Restroom 300: 15. rusted door

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		

## Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	25	25	24	557
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	2	2	15
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

**Academic Counselors and Other Support Staff (School Year 2017-18)**

The data that is currently displayed in this table was carried over from last year’s SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	1.00	536
<b>Counselor (Social/Behavioral or Career Development)</b>	.50	♦
<b>Library Media Teacher (Librarian)</b>	0.05	♦
<b>Library Media Services Staff (paraprofessional)</b>	1.00	♦
<b>Psychologist</b>	0.30	♦
<b>Social Worker</b>	0.00	♦
<b>Nurse</b>	0.20	♦
<b>Speech/Language/Hearing Specialist</b>	0.20	♦
<b>Resource Specialist (non-teaching)</b>	0.00	♦
<b>Other</b>		♦

♦ means data is not required. The fields are intentionally not provided.

### Textbooks and Instructional Materials (School Year 2018-19)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** 2017-2018

This section should be kept to 1-2 paragraphs.

Lucia Mar Unified School District held a public hearing Sept. 18, 2018, and determined each school within the District has sufficient and good-quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English Learners, are given their own individual Standard aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Lucia Mar Unified School District follows the State's seven-year adoption cycle. Auxiliary materials, such as math manipulatives, trade books, and science kits, are also purchased to support the textbook adoption.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>McGraw-Hill - Reading Wonders (Grades K-6) Adopted in 2014</p> <p>Houghton Mifflin Harcourt - California Collections (Grades 7-12) Adopted in 2016</p> <p>BFW - Advanced Language and Composition (Grades PreAP 9-10) Adopted in 2016</p> <p>BFW - Advanced Literature and Composition (Grade 11) Adopted in 2014</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Pearson - Investigations (Grades K-5) Adopted in 2017</p> <p>Houghton Mifflin Harcourt - Big Ideas Math (Grades 6-11) Adopted in 2014/15</p> <p>Glencoe - Advanced Mathematical Concepts - Precalculus with Applications (Grades 11-12) Adopted in 2008</p> <p>Wiley - Calculus Early Transcendentals Part AB (Grades AP 11-12) Adopted in 2014</p> <p>Pearson Prentice Hall - Calculus Graphical, Numerical, Algebraic Part CD (Grades AP 11-12) Adopted in 2008</p> <p>BFW - The Practice of Statistics (Grades AP 11- 12) Adopted in 2016</p> <p>BFW - Statistical Reasoning in Sports (Grades 11- 12) Adopted in 2016</p> <p>Cengage - Understanding Basic Statistics (Grades 11-12) Adopted in 2013</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	<p>Macmillan/McGraw-Hill - California Science (Grades K-6) Adopted in 2008</p> <p>Holt - California Life Science (Grade 7) Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - California Physical Science (Grade 8) Adopted in 2007</p> <p>Glencoe - Life Science (Grade 9) Adopted in 2004</p> <p>Prentice Hall - Earth Science (Grade 9) Adopted in 2008</p> <p>Prentice Hall - Biology (Grade 9) Adopted in 2001</p> <p>Holt - Chemistry (Grade 10) Adopted in 2004</p> <p>Prentice Hall - Conceptual Physics (Grades 10-11) Adopted in 2002</p> <p>Houghton Mifflin - AP Chemistry (Grades 11-12) Adopted in 2002</p> <p>Pearson - AP Environmental Science (Grades 11-12) Adopted in 2008</p> <p>John Wiley &amp; Sons - AP Physics (Grades 10-12) Adopted in 2006</p> <p>Pearson - AP Physics (Grades 10-12) Adopted in 2005</p> <p>Pearson - AP Biology (Grades 11-12) Adopted in 2011</p>	<p>Yes</p>	<p>0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>Harcourt - Reflections (Grades K-6) Adopted in 2007</p> <p>TCI - Ha! Medieval World &amp; Beyond (Grade 7) Adopted in 2018</p> <p>TCI - Ha! US Through Industrialism (Grade 8) Adopted in 2018</p> <p>Pearson - World History (Grade 10) Adopted in 2018</p> <p>McGraw-Hill - Traditions and Encounters (Grades AP 10-11) Adopted in 2018</p> <p>Norton - AP US History "Give Me Liberty" (Grade AP 11) Adopted in 2018</p> <p>Cengage - Western Civilization AP Ed (Grade AP 11) Adopted in 2018</p> <p>Pearson - US History (Grade 11) Adopted in 2018</p> <p>Pearson - Government in America-People, Politics, and Policy (Grade AP 12) Adopted in 2007</p> <p>Pearson - Practical Research Planning and Designing (Grade AP 12) Adopted in 2014</p> <p>Pearson - Economics (Grade 12) Adopted in 2018</p> <p>TCi - Econ Alive! The Power to Choose (Grade 12) Adopted in 2010</p> <p>Pearson - American Government (Grade 12) Adopted in 2018</p> <p>Pearson - The Cultural Landscape-Intro to</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Human Geography (Grades 10-12) Adopted in 2018  Worth Publishers - Psychology in Modules (Grades AP 11-12) Adopted in 2004  Pearson-Prentice Hall - Psychology Main Ed. (Grades 9-12) Adopted in 2018  HMH - Sociology (Grades 9-12) Adopted in 2018		
<b>Foreign Language</b>	HMH - Avancemos (Grades 7-12) Adopted in 2017  HMH - Bien Dit (Grades 7-12) Adopted in 2017  Dawn Sign Press - Signing Naturally (Grades 9-12) Adopted 2008	Yes	0%
<b>Health</b>	Holt - Teen Health (Grade 7-8) Adopted in 2017  Pearson - Health (Grades 9-12) Adopted in 2017	Yes	0%
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	◆	◆	

◆ means data is not required. The fields are intentionally not provided.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

The fields that are highlighted yellow are populated for you with data provided by CDE.

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 16-17.

The most recent data available from CDE is for fiscal year 2016-17. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	4456.49	437.23	4019.25	54432.03
District	♦	♦	70	\$66,843
Percent Difference: School Site and District	♦	♦	193.2	-20.5
State	♦	♦	\$7,125	\$79,665
Percent Difference: School Site and State	♦	♦	-96.7	-37.6

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2017-18)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Lucia Mar offers a comprehensive range of programs and services to support student learning. A strong core curriculum is taught by highly qualified teachers. Student learning is monitored closely. Proficient and advanced students are challenged to master skills at the highest levels. Students not yet proficient are supported with additional time and instructional support. Academic support is provided during the school day and after school. Social and emotional support is provided to eliminate barriers to academic success.

Academic support services:

- Standards-based instructional materials
- New teacher support
- Staff development
- Intervention programs
- Intensive instructional services
- English language development
- Title I, Response to Intervention
- Students with disabilities
- After school programs

Social and emotional support services:

- Counseling support
- Intensive counseling services
- Mental Health early prevention
- Safe Schools
- Referrals to Community Agencies

Comprehensive academic and social support services enable Lucia Mar students to achieve at high levels in school and life.

### **Professional Development (2016-17, 2017-18 and 2018-19)**

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2016-17, 2017-18 and 2018-19.

Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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Lucia Mar invests time and resources to ongoing, district-wide staff development in key initiative areas aligned to district goals to increase student achievement and support school improvement. During the 2018-19 school year, we have a three-pronged focus. The first prong is responsive professional development. The first prong is individualized professional development. During one of our Late Start Mondays (LSMs) each month, teachers have the opportunity to choose from a menu of options that support their desires professional learning goals. These sessions are created through the input of teachers. The second prong is department collaboration. During one of our LSMs each month, departments will meet to discuss progress on action steps that were developed at the beginning of the school year and adjust direction as needed. The third prong is grade level collaboration. During one of our LSMs each month, grade levels will meet to discuss student concerns.

Staff is also encouraged to attend outside of district conferences, workshops and trainings as well as in-district offerings through the LMUSD Summer Institute, common minimum days, and Tuesday Tidbits.

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

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### Career Technical Education Participation (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 17-18, is correct.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	
<b>% of pupils completing a CTE program and earning a high school diploma</b> The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	