

# Judkins Middle School

680 Wadsworth Ave. • Pismo Beach, CA 93449 • (805) 474-3600 • Grades 7-8

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Lucia Mar Unified School District

602 Orchard St.  
Arroyo Grande, CA 93420  
(805) 474-3000  
www.luciamarschools.org

#### District Governing Board

Chad Robertson, President  
Vicki Meagher, Vice President  
Colleen Martin, Clerk  
Vern Dahl, Member  
Dawn Meek, Member  
Dee Santos, Member  
Don Stewart, Member

#### District Administration

Andy Stenson  
**Superintendent**  
Paul Fawcett  
**Assistant Superintendent, Human Resources**  
Hillery E. Dixon  
**Assistant Superintendent, Curriculum, Instruction & Assessment**  
Linda Pierce  
**Director, Student Services**  
Jennifer Handy  
**Director, Special Education**



### Principal's Message

Located in Pismo Beach along California's scenic Central Coast, Judkins Middle School includes a diverse population of students, teachers, administrators, parents, community volunteers, and support personnel. Judkins strives to create an individual academic fit for each student. Our goal is to challenge students at their appropriate instructional level.

As you read this SARC for Judkins Middle School, you will find a picture of a school with an excellent academic record, a faculty who consistently collaborates to focus on student achievement, are personally committed to meeting the learning needs of all students, and a student body which is motivated to perform well and has PRIDE in our school.

Judkins Middle School is committed to providing multiple avenues for students to connect to school and extend their learning. We have award-winning programs in Band, Drama, Robotics, Color Guard, Mock Trial, athletics (8 different sports), community service clubs, Friday Night Live, the arts, and many more. Over the past several years we have revised our Advisory program. We have created consistency across all our Advisory classes to ensure that each student has at least one adult advocate on campus who monitors their progress in all classes.

Over the past several years, Judkins has embarked on a journey to transform our school through PBIS (Positive, Behavior, Intervention, and Support). We have developed five characteristics that we want our students to model: Positive Attitude, Respect, Integrity, Determination, and Empathy. We have identified five problem areas where these behaviors need to be consistently reinforced: 1) the locker room, 2) the bus, 3) the classroom, 4) social media, and 5) everywhere. Each year we expand our implementation. In the Fall of 2018 we started to use an application called 5 Star Student to give students digital credits for displaying our PRIDE characteristics on campus. Our focus for the remainder of the 2018-2019 school year centers on tier II interventions and proactive discipline.

**School Mission Statement:** The Panther mission is to place each student in the appropriate academic program to challenge their ability. We strive to engage students in learning by connecting content to the world around them. By doing this, we hope to inspire students to be critical and independent thinkers who are college and career ready.

## About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	3
Grade 7	231
Grade 8	255
<b>Total Enrollment</b>	<b>489</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	1.6
Filipino	1.8
Hispanic or Latino	45.8
Native Hawaiian or Pacific Islander	0.2
White	45.0
Socioeconomically Disadvantaged	57.3
English Learners	9.0
Students with Disabilities	15.1
Foster Youth	0.4

## 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			
Judkins Middle School	16-17	17-18	18-19
With Full Credential	25	23	26
Without Full Credential	2	3	1
Teaching Outside Subject Area of Competence	0	0	0
Lucia Mar Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	557
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Judkins Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	1	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)**

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.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: 2017-2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	<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> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<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> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2017-2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<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><b>The textbooks listed are from most recent adoption:</b>      Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2017-2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<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 Human Geography (Grades 10-12) Adopted in 2018</p> <p>Worth Publishers - Psychology in Modules (Grades AP 11-12) Adopted in 2004</p> <p>Pearson-Prentice Hall - Psychology Main Ed. (Grades 9-12) Adopted in 2018</p> <p>HMH - Sociology (Grades 9-12) Adopted in 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2017-2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Holt - Teen Health (Grade 7-8) Adopted in 2017  Pearson - Health (Grades 9-12) Adopted in 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Judkins Middle School provides a safe, clean environment for learning. Built in 1952, Judkins Middle School is situated on 27 acres. The school buildings span 56,999 square feet and consist of 28 classrooms, a gymnasium, weight room, two media centers, library, administrative offices, and cafeteria/multipurpose room. The facility strongly supports teaching and learning through its ample classroom and playground space.

A parking lot expansion was completed in the summer of 2017 which increased parking for visitors and created a safer drop off and pick up zone for students. The lower area of campus was fenced in in the Spring of 2018 making it possible to lock the lower portion of campus during the school day. New drinking fountains and hydration stations were installed in the Fall of 2018. In the planning stages are 10 new classrooms and a restroom building to replace existing portables on the upper portion of campus thus unifying the school.

There is consistent supervision before school, breaks, lunches, and after school by administrators and teachers assigned to campus supervision. Judkins was recognized by the County of San Luis Obispo, The California State Assembly, and the U.S. Congress as a “No Place for Hate” by the Anti-Defamation League Spring 2017.

Judkins 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 (Most Recent Year)**  
**Year and month in which data were collected: 8/14/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Boys Restroom 9: 2. Rusty vent 4. ceiling tile falling Girls Restroom 9: 2. Rusty vent
<b>Interior:</b> Interior Surfaces	Poor	Boys Restroom 1: 4. stained ceiling tiles 15. closure arm hitting top of door Boys Restroom 9: 2. Rusty vent 4. ceiling tile falling Gym: 4. damaged wall finish Office: 4. Damaged ceiling tiles, 4) ugly tiles in work room Portable 27: 4. Damaged ceiling tiles, damaged wall board Room 12: 4. damaged wall plaster at "rear" door 13. stain ceiling tile 15. cracked window panes Room 13: 15. back door weathered 4. loose ceiling tile Room 15: 4. loose ceiling tiles Room 16: 4. Ceiling tile falling 15. back door weathered Room 33: 4. Damaged ceiling tiles Room 34: 4. missing vent in storage room Room 5: 4. loose ceiling tiles Room 6: 4. loose ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 36: 4. missing base, damaged wall surface Room 8: 5. very messy 13. stained ceiling tiles
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Room 10: 9. DF outside room very dirty
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Girls Restroom 36: 13. Stained tiles Room 12: 4. damaged wall plaster at "rear" door 13. stain ceiling tile 15. cracked window panes Room 8: 5. very messy 13. stained ceiling tiles

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/14/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Boys Restroom 1: 4. stained ceiling tiles 15. closure arm hitting top of door Portable 28: 15. ramp rusted Room 12: 4. damaged wall plaster at "rear" door 13. stain ceiling tile 15. cracked window panes Room 13: 15. back door weathered 4. loose ceiling tile Room 14: 9. DF outside room missing bubbler 15. back door weathered Room 16: 4. Ceiling tile falling 15. back door weathered
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	56.0	49.0	52.0	54.0	48.0	50.0
Math	34.0	36.0	37.0	39.0	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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.9	28.9	29.4

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	487	471	96.71	48.62
<b>Male</b>	258	249	96.51	41.77
<b>Female</b>	229	222	96.94	56.31
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	222	214	96.40	34.58
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	218	213	97.71	61.03
<b>Two or More Races</b>	22	21	95.45	71.43
<b>Socioeconomically Disadvantaged</b>	285	272	95.44	37.87
<b>English Learners</b>	123	119	96.75	23.53
<b>Students with Disabilities</b>	75	74	98.67	12.16
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	487	477	97.95	36.06
Male	258	252	97.67	34.52
Female	229	225	98.25	37.78
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	222	218	98.2	20.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	218	213	97.71	46.48
Two or More Races	22	21	95.45	57.14
Socioeconomically Disadvantaged	285	278	97.54	23.02
English Learners	123	123	100	12.2
Students with Disabilities	75	74	98.67	5.41
Students Receiving Migrant Education Services	--	--	--	--
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.

## 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)

Parent Involvement = Student SUCCESS

"Parental influence and support are the single most powerful tools to help children succeed in school." – Anonymous

There are many ways for parents and guardians to aid their students in achieving success at Judkins. A good way to get involved is to connect and communicate with the school and with your student.

#### Ways to CONNECT:

- Telephone or e-mail the teachers, counselors, or administrators with questions and concerns.
- Google classrooms.
- Teacher web pages and youtube channels
- Access the Web page ([www.judkins.luciamarschools.org](http://www.judkins.luciamarschools.org)) or social media by liking us on Facebook for daily updates.
- Newsletter and other flyers sent to parent's email through peachjar.
- The "Middle Years" monthly newsletter with parenting tips for middle school parents.
- Arrange for TEAM meetings with teachers, counselor, parents, and student.
- Arrange for Student Success Team (SST) meetings with all above participants and school psychologist, school nurse, and resource teacher.
- Sign up to volunteer for school activities during Back-to-School Night and other school events.
- Join the PTO.
- Access current student grades and missing assignments online through homelink and the LMUSD app.

Ideas to guide your student toward SUCCESS:

- Check your student’s STUDENT PLANNER daily for assignments.
- Have your student show you the completed assignments before cell phone access, TV, computer time, etc.
- Turn in ALL Homework on time, completed or not. Partial credit is better than zero credit.
- Help your student organize papers in binders, ISNs, backpacks, and home study areas.
- Have students sign-up for and attend after-school tutoring.
- Provide a regular time and quiet place to do homework at home.
- Set firm but reasonable boundaries in areas such as academic expectations, extracurricular activities, free time, electronic media, healthy habits, etc.

If you wish to be involved in any organized opportunities for parent involvement, please contact Counselor Jami Wozniak at (805) 474-3600. We would be happy to discuss any information you may need at any time.

**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.

**School Safety Plan**

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 approved by the School Site Council in November 2018.

<b>Suspensions and Expulsions</b>			
<b>School</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	4.6	6.1	5.6
<b>Expulsions Rate</b>	0.0	0.2	0.0
<b>District</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	3.3	3.3	2.6
<b>Expulsions Rate</b>	0.2	0.2	0.2
<b>State</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	3.7	3.7	3.5
<b>Expulsions Rate</b>	0.1	0.1	0.1

## 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.05
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.5
Social Worker	0.5
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	500

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	19.0	20.0	21.0	13	13	13	12	12	12	2	2	2
Mathematics	20.0	23.0	23.0	12	7	8	12	13	10		2	4
Science	22.0	27.0	31.0	4	3		14	9	10		4	4
Social Science	21.0	25.0	27.0	9	3	2	11	14	14		1	1

\* 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.

### Professional Development provided for Teachers

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. Classrooms and student behavior have become more complex over the last ten years. During the 2018/2019 school year, our professional development focuses on the use of "Proactive Discipline" to positively transform the classroom and to expand teacher's tools for dealing with student behavior. Our goal is to minimize classroom disruption and maximize student learning. Four staff members attended a training entitled "Proactive Discipline for Reactive Students" lead by Dr. Fred Johnson. We have synthesized his presentation and merged this information with our PBIS implementation. We are working toward consistency across all classrooms as well as helping teachers distinguish between typical and atypical behavior so that they use correct responses to each situation. These strategies will help connect students to school and cement stronger relationships with teachers.

We made significant progress toward G-Suite, formerly called Google Applications For Educators, last school year with over 50% of the staff becoming Google Level I or Level II certified. Judkins now boasts 1:1 access through chromebooks and computers in English Language Arts, Math, Science, Social Studies, English Language Development, Maker and Special Education. In the Fall of 2018 we are offering more training in G-Suite to get more staff members Google certified.

Professional development opportunities are provided in a variety of ways:

- 1) Teachers are given one hour of professional development per week through late start Mondays.
- 2) Teachers are offered support and coaching through our instructional TOSA (Teacher on Special Assignment).
- 3) Teachers have an instructional partner/coach that they observe and are observed by.
- 4) District-wide staff development days.
- 5) Judkins minimum days, where we can deliver in depth 3 hour professional development.
- 6) Three middle school minimum days where teachers work in departments to create common pacing guides and assessments.
- 7) Staff meetings that focus on PBIS implementation.
- 8) A PBIS Team/Committee.
- 8) Release time for collaboration or preparation.
- 9) Professional development offered by the district through the Curriculum department (Summer break, Winter break, and after school).
- 10) Professional development off-site hosted by a private vendor.
- 11) Coaching through informal observation by Administration using a google form with immediate feedback to the teacher.

Over the last three years teachers at Judkins Middle School have received 24 days of professional development.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,339	\$49,512
Mid-Range Teacher Salary	\$66,371	\$77,880
Highest Teacher Salary	\$89,998	\$96,387
Average Principal Salary (ES)	\$102,804	\$123,139
Average Principal Salary (MS)	\$105,186	\$129,919
Average Principal Salary (HS)	\$120,984	\$140,111
Superintendent Salary	\$205,010	\$238,324
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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:

- Common Core aligned instructional materials
- New teacher support
- Staff development
- Intervention programs (Math and Language)
- JUMP START Summer school program
- 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
- WRAP services
- Referrals to Community Agencies

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4739.97	284.60	4455.38	54471.52
District	◆	◆	70	\$66,843
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			193.8	-20.4
Percent Difference: School Site/ State			-88.6	-37.6

\* Cells with ◆ 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.