Mesa Middle School

2555 Halcyon Rd. • Arroyo Grande, CA 93420 • (805) 474-3400 • Grades 7-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Lucia Mar Unified School District
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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

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)

In addition to our mission, Mesa teachers have agreed to make the following commitments to guide our work towards student success:
We believe ALL students can learn at high levels.
We will do all we can to ensure students are learning at high levels.
We will work in collaboration, not isolation.
We will work to establish, maintain, and restore/repair relationships with Mesa stakeholders.

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 approximately 540 students in grades 7 through 8 in 28 classrooms, not including our Physical Education facilities. Our student population is comprised of: 3% Multi-racial, 1% American Indian, 1% Asian, 59% Hispanic or Latino, 1% Pacific Islander/Filipino, and 35% White. Mesa's Economically Disadvantaged students (66%) and English Language Learners, which include RFEP and EL (43%), students designated at "in transition", or homeless (8%), and students living with foster families (2%) comprise significant sub groups of our student population. Students with disabilities (14%), are other special populations.

SUPPORT SERVICES

Mesa has committed itself to establishing a rigorous and effective Response to Intervention (RTI) system to support all students. In the year 2019-20 Mesa is focusing on creating a strong Tier 1 system of supports. The staff is focused on the development of a Professional Learning Communities (PLCs) and effective teacher teams. The goal of these teacher teams is to focus on responding to the following four questions that are essential to a PLC process of a continuous cycle of inquiry: 1. What do we want students to learn?; 2. How will will know they have learned it?; 3. How will we respond when students have not learned?; and 4. How will we respond when students have already learned? Teacher teams will focus on establishing a guaranteed curriculum, use assessment data to gain knowledge of how are students are doing, and intervening or enriching to support all students.

Currently, Mesa has many Tier 2 intervention programs that 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: Be safe which is part of our beginning implementation of PBIS (Positive Behavior Supports and Interventions).

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	1
Grade 6	1
Grade 7	260
Grade 8	278
Total Enrollment	540

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.6
Asian	1.3
Filipino	2
Hispanic or Latino	58.9
White	35.2
Two or More Races	1.9
Socioeconomically Disadvantaged	68.5
English Learners	10.6
Students with Disabilities	15.2
Foster Youth	0.4
Homeless	8.1

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 for Mesa Middle School	17-18	18-19	19-20
With Full Credential	25	24	23
Without Full Credential	2	2	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lucia Mar Unified	17-18	18-19	19-20
With Full Credential	♦	♦	533
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Mesa Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: 2018-2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill - Reading Wonders (Grades K-6) Adopted in 2014 Houghton Mifflin Harcourt - California Collections (Grades 7-12) Adopted in 2016 BFW - Advanced Language and Composition (Grades PreAP 9-10) Adopted in 2016 BFW - Advanced Literature and Composition (Grade 11) Adopted in 2014 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%
Mathematics	Pearson - Investigations (Grades K-5) Adopted in 2017 Houghton Mifflin Harcourt - Big Ideas Math (Grades 6-11) Adopted in 2014/15 Cengage - Precalculus with Limits (Grades 11-12) Adopted in 2019 McGraw Hill - Core Plus Integrated Math (Grades 9-11) Adopted in 2015 Wiley - Calculus Early Transcendentals Part AB (Grades AP 11-12) Adopted in 2014 Pearson Prentice Hall - Calculus Graphical, Numerical, Algebraic Part CD (Grades AP 11-12) Adopted in 2008 BFW - The Practice of Statistics (Grades AP 11-12) Adopted in 2016 BFW - Statistical Reasoning in Sports (Grades 11-12) Adopted in 2016 Cengage - Understanding Basic Statistics (Grades 11-12) Adopted in 2013 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Macmillan/McGraw-Hill - California Science (Grades K-6) Adopted in 2008 Holt - California Life Science (Grade 7) Adopted in 2007 Holt/Houghton Mifflin Harcourt - California Physical Science (Grade 8) Adopted in 2007 Glencoe - Life Science (Grade 9) Adopted in 2004 Prentice Hall - Earth Science (Grade 9) Adopted in 2008 Prentice Hall - Biology (Grade 9) Adopted in 2001 Holt - Chemistry (Grade 10) Adopted in 2004 Prentice Hall - Conceptual Physics (Grades 10-11) Adopted in 2002 Houghton Mifflin - AP Chemistry (Grades 11-12) Adopted in 2002 Pearson - AP Environmental Science (Grades 11-12) Adopted in 2008 John Wiley & Sons - AP Physics (Grades 10-12) Adopted in 2006 Pearson - AP Physics (Grades 10-12) Adopted in 2005 Pearson - AP Biology (Grades 11-12) Adopted in 2011 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Harcourt - Reflections (Grades K-6) Adopted in 2007 TCI - Ha! Medieval World & Beyond (Grade 7) Adopted in 2018 TCI - Ha! US Through Industrialism (Grade 8) Adopted in 2018 Pearson - World History (Grade 10) Adopted in 2018 McGraw-Hill - Traditions and Encounters (Grades AP 10-11) Adopted in 2018 Norton - AP US History "Give Me Liberty" (Grade AP 11) Adopted in 2018 Cengage - Western Civilization AP Ed (Grade AP 11) Adopted in 2018 Pearson - US History (Grade 11) Adopted in 2018 Bedford, Freeman & Worth (BFW) - American Government: Stories of a Nation: For the AP (Grade AP 12) Adopted in 2019 Pearson - Practical Research Planning and Designing (Grade AP 12) Adopted in 2014 Pearson - Economics (Grade 12) Adopted in 2018 TCi - Econ Alive! The Power to Choose (Grade 12) Adopted in 2010 Pearson - American Government (Grade 12) Adopted in 2018 Pearson - The Cultural Landscape-Intro to 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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 Sicence 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 (Most Recent Year)
Year and month in which data were collected: 7/16/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Office: 4.) Stain ceiling tile; principal's office Portable 30: 4.) Ripped pinnable & missing ceiling tile Room 201: 4.) 3 Stained ceiling tiles Room 404: 4.) Cracked floor tile, hole in ceiling
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Portable 72: 5.) Cluttered
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys Restroom 300: 8.) Missing toilet 15.) Rusted door
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Weight Room: 13.) Stain ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Boys Restroom 300: 8.) Missing toilet 15.) Rusted door
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	46	54	56	50	50
Math	31	31	39	42	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	21.7	36.0	27.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	527	514	97.53	45.51
Male	285	277	97.19	38.04
Female	242	237	97.93	54.24
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	10	90.91	30.00
Hispanic or Latino	313	312	99.68	34.73
White	182	171	93.96	62.35
Two or More Races	11	11	100.00	81.82
Socioeconomically Disadvantaged	364	355	97.53	36.72
English Learners	136	135	99.26	22.39
Students with Disabilities	73	63	86.30	6.35
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	45	42	93.33	6.67

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 2018-19 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	528	510	96.59	30.91
Male	286	273	95.45	31.25
Female	242	237	97.93	30.51
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	9	81.82	33.33
Hispanic or Latino	314	310	98.73	21.43
White	182	170	93.41	43.53
Two or More Races	11	11	100.00	72.73
Socioeconomically Disadvantaged	365	354	96.99	22.16
English Learners	137	134	97.81	6.82
Students with Disabilities	73	62	84.93	6.45
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	45	41	91.11	8.89

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 2019-20)
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.

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 reviewed with school staff in November 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.2	4.9	7.4
Expulsions Rate	0.4	0.0	0.4

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.2	2.6	3.7
Expulsions Rate	0.2	0.2	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	450.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	12	16		22	11	18		22	11	18	
Mathematics	24	8	15		22	9	17		22	8	17	1
Science	28	1	18		27	2	18		27	2	18	
Social Science	30		17		27	2	17		27	1	18	

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	38 hrs	38 hrs	38 hrs

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. Each school year our professional development focused on California Common Core State Standards, 21st Century Skills, English Learners, and best practices in using technology for instruction/ assessment.

Professional development opportunities are provided in a variety of ways — one district-wide staff development day, weekly late-start Mondays, staff meetings, release time, Saturday trainings, and summer institutes. Over the last three years, teachers have received at least 24 days of professional development in each school.

In the 14-15 school year LMUSD created a research driven professional development model. Each school site has a Late Start Monday, an Instructional Leadership Team comprised of teachers and administrators, and Teacher Support TOSAs. The combination of these three has resulted in high quality, weekly professional development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,266	$51,374
Mid-Range Teacher Salary	$67,698	$80,151
Highest Teacher Salary	$91,798	$100,143
Average Principal Salary (ES)	$114,740	$126,896
Average Principal Salary (MS)	$114,838	$133,668
Average Principal Salary (HS)	$128,579	$143,746
Superintendent Salary	$209,725	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	4813.15	665.35	4147.80	54432.03
District	N/A	N/A	70	$68,618.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	193.4	-20.5
School Site/ State	-96.7	-37.6

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

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

Types of Services Funded

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.

Career Technical Education Programs

The Board of Education realized that students have varying academic interests and aptitudes, and that they need to be better prepared for options other than a four-year university directly from high school, particularly in light of the rapidly changing workforce technology and employment environments in many industry sectors. Therefore, the Board of Education sought to support Programs of Study to ensure that all students graduating from the Lucia Mar Unified School District have the preparation necessary for success in any post-secondary pursuit, whether it is university studies, technical training, workforce placement, military enlistment, or service as a community volunteer.

As vocational education evolved in the 21st century, it became known as Career Technical Education (CTE). Business owners, trade union leaders and educators came together to change how occupational and technical subject matter were delivered in high school, college and technical training environments. This resulted in the need to develop robust and rigorous curriculum provided in a cyclical continuum that engages participants in the most common tasks and skills required in a broad umbrella of employment opportunities within a specific industry sector. High School Career Pathways provide the first two to three years of instruction and skill development in this scenario.

Pathway programs in LMUSD are designed so that students are able to gain at least one industry certification, or equivalent skill measurement, to provide a competitive advantage in the job market. Additionally, curriculum will coincide with community college career certificate and associate degree programs in same/similar industry areas and in some cases allow students to earn college credit for their coursework while still in high school. This will shorten the time it takes students to earn post-secondary degrees/certificates and enter the skilled workforce. The California Department of Education gives guidance for the design of model CTE programs in their plan for Career Technical Education, which was adopted by the State Board of Education in 2008.

The same quality program indicators were taken into consideration during the development of career pathway programs of study for LMUSD. Specifically, the focus of pathway preparation has been on assessing current programs and facilities, establishing relationships with industry members and assembling advisory committees for new programs, reviewing and developing curriculum, reviewing instructor training needs, determining outreach/communication needs, and researching funding options for new and existing pathway programs.

The Director of CTE provides direct support to instructors, pathway programs, and site administration in the areas of curriculum, facility and equipment, postsecondary alignment, industry partnerships, and overall pathway focus. CTE teachers participate in professional development to stay up to date with changes in industry by attending workshops, conferences, and other training opportunities. Additionally, CTE instructors focus on pathway development and philosophy, which include California State CTE Frameworks and model standards, as well as funding legislation that affects the structural make up of CTE programs. This baseline of CTE supports has continued to improve annually in the support of current programs that are functioning well, retooling programs that have minor areas of weakness, building out viable pathways from programs that currently function as a single course, and establish new programs where programs do not exist but there is a regional workforce need.

Several CTE programs participate in Career Technical Student Organization (CTSO) activities and competitions through the Future Farmers of America (FFA), SkillsUSA, and HOSA. The Culinary Arts, Agriculture, Design, Visual, Media Arts, and Animation programs have all had regional contest student winners, who competed in the various categories at the state level. Industry recognized certifications include CPR, First Aid, Food Handlers, Serv Safe, Adobe, and CAD. Students also have the opportunity to earn college credit toward a degree within their field of study and some pathways offering multiple college courses. Additionally, students are able to build resumes and portfolios with unique projects that demonstrate their level of expertise with industry desired skills. Through continually expanding internship programs available in various pathways, students are able to gain real world experience within their field of study that often times leads to employment.

ARROYO GRANDE HIGH SCHOOL
- Ag Mechanics
- Animal Science
- Architecture & Engineering
- Automotive Technology
- Hospitality & Tourism / Culinary
- Ornamental Horticulture
- Design, Visual & Media Arts
- Sports Medicine / Patient Care
- Technical Theater
- Professional Theater
- Criminal Justice / Public Safety
- Product Innovation & Design

NIPOMO HIGH SCHOOL
- Ag Mechanics
- Animal Science
- Criminal Justice / Public Safety
- Sports Medicine / Patient Care
- Product Innovation & Design
- Ornamental Horticulture
- Agri-Science
- Design, Visual & Media Arts
- Professional Theater

CENTRAL COAST NEW TECH HIGH
- Software & Systems Development
- Design, Visual & Media Arts
- Entrepreneurship
- Engineering

Addressing the CTE needs of all students

All ninth-grade students have the opportunity to take a "Tech Seminar" class and meet with career counselors where they identify personal interests, explore career options, develop academic plans, and learn about post-secondary educational and training opportunities. Students may develop advanced skills and receive industry-standard training by participating in the various vocational/technical courses at all sites. These courses prepare students for future college coursework and entry-level job opportunities.

Evaluating CTE Programs

Each CTE Pathway maintains an active business advisory committee that evaluates the program. In addition, school and district administrators monitor the program and instructors effectiveness on an annual basis. All CTE Pathways require a two- or three-course articulated curriculum that will meet job market expectations providing students with a minimum of 300 hours of industry specific curriculum aligned to both post-secondary education options and high demand, high wage careers.

CTE Career preparation CTE courses offered at Arroyo Grande High School include:

- Ag Biology
- Animal Science
- Animal Anatomy and Physiology
- Floral Design
- Environmental Horticulture
- Advanced Floral Design
- Ag Mechanics I
- Ag Mechanics II
- Ag Mechanics III
- Intro to Architecture and Engineering
- CAD
- Architecture Design
- Automotive Tech
- Advanced Auto Tech
- Intro Culinary Arts
- Advanced Culinary Arts
- Digital Foundations
- Creative Media Arts
- Advanced Media Arts
- Intro to Medicine
- Sports Medicine
- Clinical Practicum
- Intro to Product Design
- Product Development and Marketing
- Criminology & Abnormal Psychology
- Criminal Justice
- Intro to Theater
- Professional Theater
- Advanced Professional Theater
- Technical Theater
- Advanced Technical Theater

CTE Career preparation courses offered at Nipomo High School include:

- Ag Mechanics I
- Ag Mechanics II
- Ag Mechanics III/IV
- Sustainable Ag Biology
- Environmental Horticulture
- Floral
- Animal Science
- Animal Anatomy & Physiology
- Ag & Soil Chemistry
- Adv Interdisciplinary Science for Sustainable Ag
- Intro to Public Safety
- Criminology & Abnormal Psychology
- Intro to Product Design
- Product Development and Marketing
- Intro to Medicine
- Sports Medicine
- Clinical Practicum
- Professional Theater
- Advanced Professional Theater
- Creative Media Arts
- Advanced Media Arts

CTE Career preparation courses offered at Central Coast New Tech High School include:

- Computer Science
- Program and Game Design
- Advanced Computer Science
- Digital Foundations
- Creative Media Arts
- Advanced Media Arts
- Physics Universe
- Advanced Physics & Engineering
- Entrepreneurship
- Advanced Entrepreneurship

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.