



Mesa Middle School

2555 Halcyon Rd. • Arroyo Grande, CA 93420 • (805) 474-3400 • Grades 6-9

Michael Flushman, Principal
michael.flushman@lmsud.org
www.luciamarschools.org

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

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 doing 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 RFEF 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).

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 5	1
Grade 6	4
Grade 7	265
Grade 8	284
Total Enrollment	554

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1.1
Asian	1.3
Filipino	1.3
Hispanic or Latino	58.3
Native Hawaiian or Pacific Islander	0.4
White	35.9
Socioeconomically Disadvantaged	67.0
English Learners	9.0
Students with Disabilities	17.7
Foster Youth	0.5

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			
Mesa Middle School	16-17	17-18	18-19
With Full Credential	25	25	24
Without Full Credential	0	2	2
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			
Mesa Middle School	16-17	17-18	18-19
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 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.

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

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Harcourt - Reflections (Grades K-6) Adopted in 2007</p> <p>TCI - Ha! Medieval World & 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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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
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%
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 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 (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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	: 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
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Portable 72: 5. cluttered
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys Restroom 300: 15. rusted door 8. missing toilet
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	: 4. Broken ceiling tile 13.stained ceiling tile Weight Room: 13. Stain ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Boys Restroom 300: 15. rusted door 8. missing toilet Girls Restroom 300: 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

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	47.0	47.0	52.0	54.0	48.0	50.0
Math	32.0	31.0	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	19.5	29.6	28.0

* 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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	538	528	98.14	47.16
Male	277	271	97.83	39.11
Female	261	257	98.47	55.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	316	314	99.37	36.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	191	185	96.86	64.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	360	352	97.78	38.92
English Learners	152	151	99.34	19.87
Students with Disabilities	80	76	95.00	14.47
Foster Youth	--	--	--	--

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	539	527	97.77	31.12
Male	278	270	97.12	30.37
Female	261	257	98.47	31.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	316	313	99.05	19.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	192	184	95.83	46.74
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	361	351	97.23	23.65
English Learners	152	151	99.34	9.93
Students with Disabilities	80	74	92.5	9.46
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)

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 October 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.9	3.2	4.9
Expulsions Rate	0.2	0.4	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.3	3.3	2.6
Expulsions Rate	0.2	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	0.05
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.30
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	536

* 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	21.0	21.0	22.0	17	12	11	13	16	18			
Mathematics	24.0	24.0	22.0	5	8	9	16	15	17			
Science	28.0	28.0	27.0	1	1	2	17	18	18			
Social Science	29.0	30.0	27.0	1		2	16	17	17			

* 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. 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.

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/.

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.

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	4456.49	437.23	4019.25	54432.03
District	◆	◆	70	\$66,843
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			193.2	-20.5
Percent Difference: School Site/ State			-96.7	-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.