

# Judkins Middle School

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

Ian Penton, Principal

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## 2018-19 School Accountability Report Card Published During the 2019-20 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

Jim Empey

Assistant Superintendent, Business

Jennifer Handy

Director, Special Education

Linda Pierce

Director, Student Services

### 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 offer extra curricular opportunities in Band, Drama, Robotics, Art, Color Guard, Mock Trial, athletics (8 different sports), community service clubs like Friday Night Live, junior Optimists, Gay Straight Alliance, and 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. We also deliver regular character education lessons through Advisory to help improve our campus culture.

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 seek feedback to deepen our implementation. In the Fall of 2019 Judkins was recognized with a Silver Award from the PBIS Coalition. This award validates the work that we have done over the last five years to address behavior issues through teaching and not just giving consequences. Our focus for the 2019-2020 school year centers on tier III 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	2
Grade 7	253
Grade 8	226
<b>Total Enrollment</b>	<b>481</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	1.7
Filipino	1.2
Hispanic or Latino	51.1
Native Hawaiian or Pacific Islander	0.4
White	40.1
Two or More Races	3.5
Socioeconomically Disadvantaged	57.8
English Learners	9.1
Students with Disabilities	17.5
Foster Youth	1.5
Homeless	11

## 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 Judkins Middle School	17-18	18-19	19-20
<b>With Full Credential</b>	23	26	25
<b>Without Full Credential</b>	3	1	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0

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

### Teacher Misassignments and Vacant Teacher Positions at Judkins Middle School

Indicator	17-18	18-19	19-20
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	1	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
<p><b>Reading/Language Arts</b></p>	<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>
<p><b>Mathematics</b></p>	<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>Cengage - Precalculus with Limits (Grades 11-12) Adopted in 2019</p> <p>McGraw Hill - Core Plus Integrated Math (Grades 9-11) Adopted in 2015</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>

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
<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>	

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>Bedford, Freeman &amp; Worth (BFW) - American Government: Stories of a Nation: For the AP (Grade AP 12) Adopted in 2019</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  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>HMH - Avancemos (Grades 7-12) Adopted in 2017</p> <p>HMH - Bien Dit (Grades 7-12) Adopted in 2017</p> <p>Dawn Sign Press - Signing Naturally (Grades 9-12) Adopted 2008</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>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	<p>Holt - Teen Health (Grade 7-8) Adopted in 2017</p> <p>Pearson - Health (Grades 9-12) Adopted in 2017</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>

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.

Measure I was a bond passed to update facilities throughout LMUSD. Judkins has seen several upgrades/modernization as a result of bond funds. 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 Summer of 2019 twelve permanent classrooms were completely modernized. This modernization included: all new windows, window coverings, carpet, cabinets, furniture, back doors, white boards, TVs, pin board on all the walls, and more. There is more modernization slated for 2020 with the overall goal of eliminating portable classrooms all together.

There is consistent supervision before school, breaks, lunches, and after school by administrators and teachers assigned to campus supervision.

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: 4/21/2017**

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 Portable 20: 4. Damaged ceiling tiles Portable 21: 4. Hole in ceiling tile Portable 27: 4. Damaged ceiling tiles, damaged wall board Portable 28: 4. missing ceiling tile 15. ramp rusted Room 12: 4. damaged wall plaster at "rear" door 13. stain ceiling tile 15. cracked window panes 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 tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Portable 23: 5. cluttered Room 35: 5. cluttered Room 36: 4. damaged ceiling tiles, 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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Boys Restroom 1: 4. stained ceiling tiles 15. closure arm hitting top of door Portable 28: 4. missing ceiling tile 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 Room 14: 9. DF outside room missing bubbler 15. back door weathered Room 16: 4. Ceiling tile falling 15. back door weathered
<b>Overall Rating</b>	<b>Good</b>	

## 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	49	63	54	56	50	50
Math	36	37	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	13.6	29.6	40.8

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	477	467	97.90	63.44
Male	253	248	98.02	54.66
Female	224	219	97.77	73.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	246	242	98.37	48.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	191	186	97.38	80.00
Two or More Races	14	14	100.00	92.86
Socioeconomically Disadvantaged	281	275	97.86	51.28
English Learners	127	125	98.43	37.10
Students with Disabilities	82	80	97.56	20.25
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	50	48	96.00	4.00

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	477	469	98.32	37.10
Male	253	247	97.63	34.41
Female	224	222	99.11	40.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	246	242	98.37	22.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	191	187	97.91	50.27
Two or More Races	14	14	100.00	64.29
Socioeconomically Disadvantaged	281	276	98.22	24.28
English Learners	127	127	100.00	11.02
Students with Disabilities	82	80	97.56	8.75
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	50	48	96.00	4.00

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)

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 or Instagram for daily updates.
- 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.

+Make sure your student gets 8-10 hours of sleep per night.

+Take electronics away after 9pm to assure your student sleeps.

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 October 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.1	5.6	4.5
Expulsions Rate	0.2	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*	481.0

\* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	.2

\* 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	20	13	12	2	21	13	12	2	20	15	9	3
Mathematics	23	7	13	2	23	8	10	4	21	11	11	2
Science	27	3	9	4	31		10	4	25	2	15	
Social Science	25	3	14	1	27	2	14	1	23	4	12	3

\* 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 a site financial allocation (2019) to design or deliver Professional Development.. 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/](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

+Social Emotional Lessons

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	4683.49	281.89	4401.61	54471.52
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	193.7	-20.4
School Site/ State	-88.6	-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.

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.