



# Mesa Middle School

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

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Lucia Mar Unified School District

602 Orchard St.  
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#### District Governing Board

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Vicki Meagher, Vice President  
Dee Santos, Clerk  
Vern Dahl, Member  
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Mark Millis, Member  
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**Assistant Superintendent, Curriculum, Instruction & Assessment**  
Linda Pierce  
**Director, Student Services**  
Paul Fawcett  
**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 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.

We are proud of our student centered, middle school philosophy. Teaming is central to all we do; students and teachers are organized into four smaller groups to better support our students' academic and developmental needs. The driving force for our accomplishments is the high expectations we hold for ourselves and for our students. A strong academic focus is evident throughout the school culture and classrooms. Mesa's highly qualified teachers use Standards-based, innovative, technology-rich instructional practices that engage all students in learning.

In past years we were focused on improving the quality of instruction and student achievement through implementation of the Teacher Advancement Program (TAP). This tradition of strong professional development continues on in post TAP years through weekly late start Monday professional development meetings.

We continually strengthen our instructional practices in order to reach all students--especially our large population of English learners (36%) and economically disadvantaged students (61%). We use categorical funds to employ 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).

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.

## Mesa Middle School's Mission Statement

Mesa Middle School's mission is to maximize every student's academic potential and personal responsibility. In order to achieve our mission, staff at Mesa is committed to:

- Creating a positive learning environment where all students gain the knowledge and responsibility necessary to become productive citizens
- Creating a system of interventions where all students are challenged and given the time and support to learn at high levels
- Working with parents and the community to make all students' middle school years a positive and productive time for growth and learning

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	279
Grade 8	260
<b>Total Enrollment</b>	<b>539</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	1.5
Filipino	0.6
Hispanic or Latino	58.4
Native Hawaiian or Pacific Islander	0.4
White	36.4
Two or More Races	1.1
Socioeconomically Disadvantaged	64.4
English Learners	9.6
Students with Disabilities	19.7
Foster Youth	0.7

## 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	15-16	16-17	17-18
With Full Credential	27	25	25
Without Full Credential	1	0	2
Teaching Outside Subject Area of Competence	0	0	0
Lucia Mar Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	523
Without Full Credential	◆	◆	18
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mesa Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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 2017-18)**

Lucia Mar Unified School District held a public hearing Sept. 19, 2017, and determined each school within the District has sufficient and good-quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English Learners, are given their own individual Standard aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Lucia Mar Unified School District follows the State’s seven-year adoption cycle. Auxiliary materials, such as math manipulatives, trade books, and science kits, are also purchased to support the textbook adoption.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: 2016-2017</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	<p>McGraw-Hill - Reading Wonders (Grades K-6) Adopted in 2014</p> <p>Houghton Mifflin Harcourt - California Collections (Grades 7-12) Adopted in 2016</p> <p>BFW - Advanced Language and Composition (Grades PreAP 9-10) Adopted in 2016</p> <p>BFW - Advanced Literature and Composition (Grade 11) Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Pearson - Investigations (Grades K-5) Adopted in 2017</p> <p>Houghton Mifflin Harcourt - Big Ideas Math (Grades 6-11) Adopted in 2014/15</p> <p>Glencoe - Advanced Mathematical Concepts - Precalculus with Applications (Grades 11-12) Adopted in 2008</p> <p>Wiley - Calculus Early Transcendentals Part AB (Grades AP 11-12) Adopted in 2014</p> <p>Pearson Prentice Hall - Calculus Graphical, Numerical, Algebraic Part CD (Grades AP 11-12) Adopted in 2008</p> <p>BFW - The Practice of Statistics (Grades AP 11-12) Adopted in 2016</p> <p>BFW - Statistical Reasoning in Sports (Grades 11-12) Adopted in 2016</p> <p>Kenyon - 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>
<b>Science</b>	<p>Macmillan/McGraw-Hill - California Science (Grades K-6) Adopted in 2008</p> <p>Holt - California Life Science (Grade 7) Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - California Physical Science (Grade 8) Adopted in 2007</p> <p>Glencoe - Life Science (Grade 9) Adopted in 2004</p> <p>Prentice Hall - Earth Science (Grade 9) Adopted in 2008</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2016-2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Prentice Hall - Biology (Grade 9) Adopted in 2001</p> <p>Holt - Chemistry (Grade 10) Adopted in 2004</p> <p>Prentice Hall - Conceptual Physics (Grades 10-11) Adopted in 2002</p> <p>Houghton Mifflin - AP Chemistry (Grades 11-12) Adopted in 2002</p> <p>Pearson - AP Environmental Science (Grades 11-12) Adopted in 2008</p> <p>John Wiley &amp; Sons - AP Physics (Grades 10-12) Adopted in 2006</p> <p>Pearson - AP Physics (Grades 10-12) Adopted in 2005</p> <p>Pearson - AP Biology (Grades 11-12) Adopted in 2011</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>Harcourt - Reflections (Grades K-6) Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - World History, Medieval to Early Modern Times (Grade 7) Adopted in 2006</p> <p>Holt-Houghton Mifflin Harcourt - United States History Independence to 1914 (Grade 8) Adopted in 2006</p> <p>McDougal Littell - Modern World History (Grade 10) Adopted in 2005</p> <p>McGraw-Hill - Traditions and Encounters (Grades AP 10-11) Adopted in 1999</p> <p>Houghton Mifflin - The American Pageant (Grade AP 11) Adopted in 2006</p> <p>Houghton Mifflin - History of Western Society (Grade AP 11) Adopted in 2005</p> <p>McDougal Littell - The Americans (Grade 11) Adopted in 2005</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>Prentice Hall - Economics Principles in Action (Grade 12) Adopted in 2005</p> <p>TCi - Econ Alive! The Power to Choose (Grade 12) Adopted in 2010</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2016-2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Glencoe - Government Democracy in Action (Grade 12) Adopted in 2003</p> <p>Prentice Hall - The Cultural Landscape-Intro to Human Geography (Grades 10-12) Adopted in 2010</p> <p>Worth Publishers - Psychology in Modules (Grades AP 11-12) Adopted in 2004</p> <p>Holt - Psychology Principles in Practice (Grades 9-12) Adopted in 2015</p> <p>Glencoe - Sociology and You (Grades 9-12) Adopted in 2001</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>
<b>Health</b>	<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  <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)**

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: 4/20/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Hawk Hall: 4. 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 101: 4. cracked floor tile Room 102: 4. Broken ceiling tile 13.stained ceiling tile Room 103: 4. torn wall surface Room 104: 4. chipped floor tile Room 203: 4. Missing ceiling tile 13. stained ceiling tile Room 301: 4. damaged floor tile Room 401: 4. damaged floor tiles 13. stained ceiling tiles Room 404: 4. cracked floor tile 13. stained ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Portable 60: 5. cluttered Portable 72: 5. cluttered
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys Restroom 300: 15. rusted door 8. missing toilet Girls Locker Room: Drinking fountain doesn't work
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Room 102: 4. Broken ceiling tile 13.stained ceiling tile Room 202: 13. stained ceiling tile Room 203: 4. Missing ceiling tile 13. stained ceiling tile Room 204: 13. stained ceiling tiles Room 303: 13. stained ceiling tile Room 401: 4. damaged floor tiles 13. stained ceiling tiles Room 403: 13. stained ceiling tile Room 404: 4. cracked floor tile 13. stained ceiling tile Room 501: 13. roof leak Weight Room: 13. Stain ceiling tile
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Boys Restroom 100: 15. Rusty door Boys Restroom 300: 15. rusted door 8. missing toilet Girls Restroom 100: 15. Rusty door Girls Restroom 300: 15. rusted door
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	46	47	50	52	48	48
Math	29	32	37	37	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	252	249	98.8	53.4
Male	123	121	98.4	57.9
Female	129	128	99.2	49.2
Hispanic or Latino	143	143	100.0	45.5
White	95	92	96.8	64.1
Socioeconomically Disadvantaged	178	176	98.9	50.0
English Learners	23	23	100.0	17.4
Students with Disabilities	42	40	95.2	27.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	51	53	53	55	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.7	18.5	20.7

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	541	534	98.71	47.19
<b>Male</b>	284	279	98.24	44.44
<b>Female</b>	257	255	99.22	50.2
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	316	313	99.05	34.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	196	192	97.96	66.15
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	351	346	98.58	38.44
<b>English Learners</b>	132	132	100	19.7
<b>Students with Disabilities</b>	100	99	99	15.15
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



**School Year 2016-17 CAASPP Assessment Results - Mathematics  
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	541	532	98.34	31.58
Male	284	281	98.94	35.59
Female	257	251	97.67	27.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	316	314	99.37	21.34
Native Hawaiian or Pacific Islander	--	--	--	--
White	196	190	96.94	46.84
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	351	344	98.01	23.84
English Learners	132	132	100	7.58
Students with Disabilities	101	100	99.01	12
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Mesa Middle School 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 three parents on our School Site Council (SSC) and an active Parent/Teacher/Student Association (PTSA) membership.

Communication between Mesa and our community is facilitated through monthly newsletters, Facebook, 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 such as the Nipomo Oktoberfest and Kid's Day in the Park, student performances at community events, student participation in community contests, parent education courses, our committed PTSA, and parent involvement in school committees.

A strong partnership with our parents is vital to our students' success. Mesa seeks out local community organizations such as Rotarians that support and enrich our curriculum and mentor students in their own service activities. We also enjoy a strong partnership with local businesses: Phillips 66 Oil refinery and Nipomo Rotary Club are our main school supporters.

Parents who wish to volunteer or participate in Mesa Middle School's committees and school activities may also contact Debbie Podsednik or Liliana Sansores, 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 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	6.58	3.93	3.22
Expulsions Rate	0.37	0.19	0.36
District	2014-15	2015-16	2016-17
Suspensions Rate	3.33	3.27	3.25
Expulsions Rate	0.24	0.23	0.18
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

**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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	85.7	

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)	0.00
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	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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	23	23	21	7	7	17	18	18	13			
Mathematics	26	26	24	3	3	5	17	17	16			
Science	29	29	28	1	1	1	17	17	17			
Social Science	30	30	29			1	16	16	16	1	1	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Lucia Mar invests time and resources to ongoing, district-wide staff development in key initiative areas aligned to district goals to increase student achievement and support school improvement. During the 2017-18 school year, our professional development is focusing on writing strategies, google suite for education and other ways to incorporate technology into the classroom to promote quality instruction, student engagement, and 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 Teacher Support TOSA team. The combination of these three has resulted in high quality, weekly professional development.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,664	\$48,522
Mid-Range Teacher Salary	\$63,972	\$75,065
Highest Teacher Salary	\$86,745	\$94,688
Average Principal Salary (ES)	\$107,672	\$119,876
Average Principal Salary (MS)	\$106,271	\$126,749
Average Principal Salary (HS)	\$122,290	\$135,830
Superintendent Salary	\$190,000	\$232,390
Percent of District Budget		
Teacher Salaries	39%	37%
Administrative Salaries	5%	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/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4444.14	407.29	4036.85	56378
District	♦	♦	70	\$64,375
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			5666.9	-12.4
Percent Difference: School Site/ State			-38.6	-27.6

\* Cells with ♦ do not require data.

## **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 <http://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.