

Judkins Middle School

602 Orchard St. • Arroyo Grande, CA 93420 • (805) 474-3600 • Grades 7-8

Ian Penton, Principal

ian.penton@lmsud.org

www.luciamarschools.org



2016-17 School Accountability Report Card Published During the 2017-18 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
Dee Santos, Clerk
Vern Dahl, Member
Colleen Martin, Member
Mark Millis, Member
Don Stewart, Member

District Administration

Raynee J. Daley, Ed.D
Superintendent
Andy Stenson
Assistant Superintendent, Business
Charles Fiorentino
Assistant Superintendent, Human Resources
Ron Walton
Assistant Superintendent, Curriculum, Instruction & Assessment
Linda Pierce
Director, Student Services
Paul Fawcett
Director, Special Education

Principal's Message

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

Judkins Middle School is committed to providing multiple avenues for students to connect to school and extend their learning. We have award-winning programs in Band, Drama, Mock Trial, athletics, community service clubs, Friday Night Live, the arts, and many more.

As you read this SARC for Judkins Middle School, we believe you will find a picture of a school with an excellent academic record, a faculty who consistently collaborates to focus on student achievement and 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 its school.

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 <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 6	3
Grade 7	235
Grade 8	242
Total Enrollment	480

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.6
Asian	2.3
Filipino	1.5
Hispanic or Latino	41.9
Native Hawaiian or Pacific Islander	0.4
White	48.5
Two or More Races	3.3
Socioeconomically Disadvantaged	52.3
English Learners	9.4
Students with Disabilities	15
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Judkins Middle School	15-16	16-17	17-18
With Full Credential	25	25	23
Without Full Credential	1	2	3
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			
Judkins 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	2	1

* "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.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2016-2017	
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>Kenyon - 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>
Science	<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 & 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>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<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
	Glencoe - Government Democracy in Action (Grade 12) Adopted in 2003 Prentice Hall - The Cultural Landscape-Intro to Human Geography (Grades 10-12) Adopted in 2010 Worth Publishers - Psychology in Modules (Grades AP 11-12) Adopted in 2004 Holt - Psychology Principles in Practice (Grades 9-12) Adopted in 2015 Glencoe - Sociology and You (Grades 9-12) Adopted in 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	HMH - Avancemos (Grades 7-12) Adopted in 2017 HMH - Bien Dit (Grades 7-12) Adopted in 2017 Dawn Sign Press - Signing Naturally (Grades 9-12) Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
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)

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.

The roof of the gym was re-done in the spring of 2013. A parking lot expansion was completed in the summer of 2017. In the planning stages are 10 new classrooms and a restroom building to replace existng portables on the upper portion of campus.

There is consistent supervision before school, breaks, lunches, and after school by administrators and teachers assigned to campus supervision. Judkins was recognized by the County of San Luis Obispo, The California State Assembly, and the U.S. Congress as a "No Place for Hate" by the Anti-Defamation League in 2012 - 2015.

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
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				Boys Restroom 9: 2. Rusty vent 4. ceiling tile falling Girls Restroom 9: 2. Rusty vent
Interior: Interior Surfaces			X		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
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				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
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Room 10: 9. DF outside room very dirty
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				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
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				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
Overall Rating	Exemplary	Good	Fair	Poor	
		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	61	56	50	52	48	48
Math	37	34	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	221	211	95.5	64.9
Male	111	111	100.0	64.9
Female	110	100	90.9	65.0
Hispanic or Latino	95	91	95.8	49.5
White	108	102	94.4	75.5
Socioeconomically Disadvantaged	119	115	96.6	50.4
English Learners	25	24	96.0	20.8
Students with Disabilities	39	34	87.2	26.5

* 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	61	65	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	16.2	27.7	39.6

* 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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	480	473	98.54	55.81
Male	254	254	100	51.57
Female	226	219	96.9	60.73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	63.64
Filipino	--	--	--	--
Hispanic or Latino	202	200	99.01	42.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	232	228	98.28	67.98
Two or More Races	17	17	100	58.82
Socioeconomically Disadvantaged	259	254	98.07	43.7
English Learners	116	114	98.28	34.21
Students with Disabilities	71	70	98.59	10
Students Receiving Migrant Education Services	--	--	--	--
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 2016-17 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	480	476	99.17	33.82
Male	254	254	100	34.25
Female	226	222	98.23	33.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	81.82
Filipino	--	--	--	--
Hispanic or Latino	202	202	100	19.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	232	229	98.71	44.1
Two or More Races	17	17	100	41.18
Socioeconomically Disadvantaged	259	256	98.84	20.31
English Learners	116	115	99.14	7.83
Students with Disabilities	71	70	98.59	4.29
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)

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/e-mail the teachers, counselors, or administrators with questions and concerns.
- Access the Web page www.lmusd.org/judkins or social media by liking us on Facebook for daily updates
- Newsletter and other flyers sent to parent's email through peachjar.
- The "Middle Years" monthly newsletter with parenting tips for middle school parents.
- Arrange for TEAM meetings with teachers, counselor, parents, and student.
- Arrange for Student Success Team (SST) meetings with all above participants and school psychologist, school nurse, and resource teacher.
- Sign up to volunteer for school activities during Back-to-School Night and other school events.
- Join the PTO.
- Access current student grades and missing assignments online through homelink and the grades 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 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, backpacks, and home study areas.
- Have students sign-up for and attend after-school tutoring.
- Send the student to school with Weekly Progress Reports every Thursday — forms are located in the office.
- 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, Web surfing, healthy habits, etc.

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The Plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their Safe School Plans: current status of school crime; child abuse reporting procedures; disaster procedures, both routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The Injury, Illness & Prevention Plan was last updated and reviewed with school staff in October 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.4	4.55	6.13
Expulsions Rate	0.22	0	0.2
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	1.0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.5
Social Worker	0.5
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	500

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	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	19	19	19	13	13	13	13	13	12			2
Mathematics	18	18	20	18	18	12	6	6	12	1	1	
Science	21	21	22	8	8	4	11	11	14			
Social Science	23	23	21	5	5	9	12	12	11			

* 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 2017/2018 school year, our professional development focused on the use of sound instructional practices from the "Critical Elements of a Judkins Lesson". These strategies to engage all learners, especially English Language Learners. We place a premium on modeling the use of the California Common Core State Standards, 21st Century Skills, a transition toward GAFE (Google Application For Educators) in Language and Science, Math across the curriculum, and best practices in instruction/assessment.

Professional development opportunities are provided in a variety of ways:

- 1) Teachers are given one hour of professional development per week through late start Mondays
- 2) Teachers are offered support and coaching through our instructional TOSA (Teacher on Special Assignment)
- 3) District-wide staff development days
- 4) School minimum days
- 5) Staff meetings
- 6) Release time
- 7) Summer institutes.

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

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

- Safe Schools
- Referrals to Community Agencies

Youth in Action- Boy's Group lead by the Probation department

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4854.65	327.24	4527.41	56755
District	♦	♦	70	\$64,375
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			6367.7	-11.8
Percent Difference: School Site/ State			-31.1	-27.1

* Cells with ♦ do not require data.