



Paulding Middle School

600 Crown Hill St. • Arroyo Grande, CA 93420 • (805) 474-3500 • Grades 7-8

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2014-15 School Accountability Report Card Published During the 2015-16 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
Colleen Martin, Vice President
Don Stewart, Clerk
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Assistant Superintendent, Human Resources
Ron Walton
Assistant Superintendent, Curriculum, Instruction & Assessment
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Director, Student Services

Principal's Message

The School Accountability Report Card (SARC) was established by Proposition 98, an initiative passed by California voters in November 1988. The SARC, to be issued annually by local boards for each elementary and secondary school in the State, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

As you read this SARC for Paulding Middle School, you will find a school with a record of improvement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students, and a student body that is motivated to perform well.

Paulding Middle School was recognized in 1988, 1996, 2001, and in 2005 as a California Distinguished School by the California Department of Education. In 1993, Paulding was recognized as a National Blue Ribbon School. These awards were the result of our improvement on the State testing programs and a commitment of our staff, students, and parents toward improvement. We were recently recognized by the California Department of Education for our academic and intervention services by being named a California Gold Ribbon School for 2014.

If you wish to participate in any organized opportunities for parent involvement, or if you have any questions, please call the school office.

School Mission Statement

The mission of Paulding Middle School is engage, challenge and inspire our students by creating dynamic learning experiences that prepare them to be successful citizens.

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 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 at (805) 474-3500 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	279
Grade 8	326
Total Enrollment	605

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.7
Asian	1.3
Filipino	0.8
Hispanic or Latino	31.4
Native Hawaiian or Pacific Islander	0.2
White	62.5
Two or More Races	2.1
Socioeconomically Disadvantaged	38.2
English Learners	6.3
Students with Disabilities	11.1
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Paulding Middle School	13-14	14-15	15-16
With Full Credential	28	28	27
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Lucia Mar Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	581
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Paulding Middle School	13-14	14-15	15-16
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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Lucia Mar Unified School District held a public hearing Oct. 6, 2015, 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 saligned 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: 2014-2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>SRA Open Court (K-3) Adopted in 2003</p> <p>McGraw-Hill - Reading Wonders (Grades K-6) Adopted in 2016</p> <p>Holt, Rinehart & Winston (Grades 7-8) Adopted in 2002</p> <p>Prentice Hall (Grade 9) Adopted in 1999</p> <p>Holt, Rinehart & Winston (Grade 10) Adopted in 2000</p> <p>Harcourt Brace (Grade 10) Adopted in 2000</p> <p>Prentice Hall (Grades 10-11) Adopted in 2000</p> <p>Glencoe (Grade 12) Adopted in 2003</p> <p>Pearson (Grade 12) Adopted in 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Macmillan/McGraw Hill CCSS My Math (Grades K-5) Adopted in 2009</p> <p>Prentice Hall (Grade 7) Adopted in 2002</p> <p>Glencoe/McGraw-Hill (Grade 8) Adopted in 2002</p> <p>Houghton Mifflin BIG IDEAS (Grades 6-9) Adopted in 2015</p> <p>Glencoe (Grades 9-12) Adopted in 2001</p> <p>Glencoe (Grades 9-12) Adopted in 2002</p> <p>McDougal Littell (Grades 9-12) Adopted in 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 2014-2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Macmillan/McGraw-Hill (Grades K-6) Adopted in 2008</p> <p>Macmillan/McGraw-Hill (Grades K-6) Adopted in 2008</p> <p>Holt, Rinehart & Winston (Grades 7-8) Adopted in 2008</p> <p>Addison Wesley (Grades 9-12) Adopted in 2000</p> <p>Pearson (Grades 9-12) Adopted in 2001</p> <p>Holt, Rinehart & Winston (Grades 9-12) Adopted in 2001</p> <p>Lippincott (Grades 9-12) Adopted in 2002</p> <p>Prentice Hall (Grades 9-12) Adopted in 2002</p> <p>Glencoe (Grades 9-12) Adopted in 2004</p> <p>Glencoe (Grades 9-12) Adopted in 2005</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>Houghton Mifflin (Grade K) Adopted in 2008</p> <p>Harcourt Brace (Grades 1-6) Adopted in 2008</p> <p>Holt, Rinehart & Winston (Grade 7) Adopted in 2007</p> <p>Holt, Rinehart & Winston (Grade 8) Adopted in 2007</p> <p>Glencoe (Grades 9-12) Adopted in 2001</p> <p>Glencoe (Grades 9-12) Adopted in 2004</p> <p>Pearson (Grades 9-12) Adopted in 2004</p> <p>McDougal Littell (Grades 9-12) Adopted in 2005</p> <p>McDougal Littell (Grades 9-12) Adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials Year and month in which data were collected: 2014-2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	McDougal Littell (Grades 9-12) Adopted in 2000 EMC Paradigm (Grades 9-11) Adopted in 2000 McDougal Littell (Grades 9-11) Adopted in 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	McGraw Hill/Glencoe (Grade 9) Adopted in 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Paulding Middle School provides a safe, clean environment for learning. Built in 1962 and modernized in 2002, Paulding Middle School is situated on 14 acres. The school buildings span 53,207 square feet, consisting of 22 classrooms, a library, a gymnasium, locker rooms, a music room, kitchen, administrative office, and a multipurpose room. The facility strongly supports teaching and learning through its ample classroom and playground space.

Improvement projects recently completed at the school include new roofing on the gym complex, wireless network in all but five classrooms, new gym scoreboard, new window coverings in the multipurpose room, solar panels in the parking lot to off-set energy costs and an office remodel.

The school facilities are cleaned daily by a custodial staff of 2.5 persons. One is full-time during the day, another is full time in the evening and a third is shared with other sites.

Paulding Middle School is a closed campus. Students are not allowed to leave the campus during the day without a parent or adult. Students experience a safe environment at the school through high behavior expectations and a large number of staff that supervise public areas of the campus before, at break, at lunch, and after school. The students participate in a project-based learning activity centered around bullying and school violence presented by our Leadership Class.

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: 1/8/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			3 restrooms missing light lense cover; Work order created for repair.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/8/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repair handle on drinking fountain. Work order created for repair.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	45	45	44
Math	31	33	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	85	80	68	58	60	53	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.30	28.70	31.90

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	53
All Student at the School	68
Male	68
Female	67
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	55
Native Hawaiian or Pacific	--
White	73
Two or More Races	--
Socioeconomically Disadvantaged	28
English Learners	--
Students with Disabilities	54
Foster Youth	--

* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	282	281	99.6	26	26	33	15
	8	323	311	96.3	23	36	31	10
Male	7		153	54.3	31	27	28	13
	8		155	48.0	30	38	25	8
Female	7		128	45.4	20	23	39	18
	8		156	48.3	15	34	38	12
Black or African American	7		1	0.4	--	--	--	--
	8		1	0.3	--	--	--	--
American Indian or Alaska Native	7		2	0.7	--	--	--	--
	8		2	0.6	--	--	--	--
Asian	7		5	1.8	--	--	--	--
	8		3	0.9	--	--	--	--
Filipino	7		2	0.7	--	--	--	--
	8		3	0.9	--	--	--	--
Hispanic or Latino	7		88	31.2	36	32	24	8
	8		96	29.7	30	42	24	4
Native Hawaiian or Pacific Islander	8		1	0.3	--	--	--	--
White	7		174	61.7	21	24	36	19
	8		198	61.3	19	34	34	13
Two or More Races	7		8	2.8	--	--	--	--
	8		5	1.5	--	--	--	--
Socioeconomically Disadvantaged	7		102	36.2	40	33	23	4
	8		123	38.1	28	46	21	4
English Learners	7		16	5.7	75	25	0	0
	8		8	2.5	--	--	--	--
Students with Disabilities	7		32	11.3	72	16	6	6
	8		39	12.1	51	33	13	3
Students Receiving Migrant Education Services	7		1	0.4	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	282	281	99.6	30	30	21	20
	8	323	308	95.4	43	35	14	8
Male	7		153	54.3	30	28	23	19
	8		154	47.7	45	30	16	10
Female	7		128	45.4	30	31	19	20
	8		154	47.7	42	40	12	6
Black or African American	7		1	0.4	--	--	--	--
	8		1	0.3	--	--	--	--
American Indian or Alaska Native	7		2	0.7	--	--	--	--
	8		2	0.6	--	--	--	--
Asian	7		5	1.8	--	--	--	--
	8		3	0.9	--	--	--	--
Filipino	7		2	0.7	--	--	--	--
	8		3	0.9	--	--	--	--
Hispanic or Latino	7		88	31.2	43	34	15	8
	8		96	29.7	54	36	5	4
Native Hawaiian or Pacific Islander	8		1	0.3	--	--	--	--
White	7		174	61.7	24	28	24	25
	8		195	60.4	38	34	18	9
Two or More Races	7		8	2.8	--	--	--	--
	8		5	1.5	--	--	--	--
Socioeconomically Disadvantaged	7		103	36.5	46	36	16	3
	8		122	37.8	59	32	7	2
English Learners	7		16	5.7	69	31	0	0
	8		8	2.5	--	--	--	--
Students with Disabilities	7		32	11.3	75	16	9	0
	8		39	12.1	82	15	3	0
Students Receiving Migrant Education Services	7		1	0.4	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parents and the community are very supportive of the programs at Paulding Middle School. Parents may become involved in their child's education by volunteering in the classroom and participating on the school's various committees and councils. Organized groups for parent involvement include the Parent-Teacher-Student Organization (PTSO), School Site Council (SSC) and the English Learner Advisory Committee (ELAC).

The school communicates regularly with the home regarding school activities and the academic progress of students. A daily binder reminder is sent home with homework assignments and teacher correspondence. Parents have access to Homelink, which is a Web-based program that allows parents to see the teacher's role book for grades, homework, and attendance. The school also communicates with parents and community using social media including Twitter, Instagram, Facebook and the Paulding Middle School website (www.pauldingms.org).

All teachers have access to e-mail and communicate frequently using this method with parents and students.

PTSO fundraisers and other contributions from the community greatly enhance the educational program at the school. Organizations that have recently contributed to Paulding Middle School's programs include PG&E, Target, The Arroyo Grande Valley Car Club, Walmart, South County Education Foundation, and the Foundation for Innovation in Education.

Parents who wish to volunteer or participate in Paulding Middle School's committees and school activities may contact the main office at (805) 474-3500.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.32	3.56	4.63
Expulsions Rate	0.58	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.83	2.76	3.34
Expulsions Rate	0.48	0.20	0.24
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2010-2011
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	85.7	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25	25	25	7	9	7	14	13	19	6	6	1
Math	26	25	24	4	4	10	18	21	10	4	1	6
Science	29	28	28	1	3	1	12	13	18	9	7	2
SS	29	27	29	1	4	3	17	12	11	4	7	6

* 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.

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)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	566

* 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.

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 2015-16 school year, our professional development focuses on 21st century skills, writing across the curriculum, instructional differentiation and data-driven instruction.

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. The combination of these three has resulted in high quality, weekly professional development.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,695	\$43,062
Mid-Range Teacher Salary	\$59,720	\$67,927
Highest Teacher Salary	\$80,980	\$87,811
Average Principal Salary (ES)	\$99,403	\$110,136
Average Principal Salary (MS)	\$103,238	\$115,946
Average Principal Salary (HS)	\$110,138	\$124,865
Superintendent Salary	\$175,069	\$211,869
Percent of District Budget		
Teacher Salaries	42%	39%
Administrative Salaries	6%	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:

- 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, the county, and the state. 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4147.86	119.35	4028.51	\$58,334
District	♦	♦	70	\$62,800
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			5655.0	-7.1
Percent Difference: School Site/ State			-24.7	-18.4

* Cells with ♦ do not require data.